Curriculum Associates’ *i-Ready Diagnostic & Instruction* response to the

Moore Collaborative Committee and the Alaska Department of Education & Early Development

Request For Information (RFI): Research Framework for Pre-Screened Proposals

Deadline: January 7, 2013
Submitted via email to: brad.billings@alaska.gov

For more information about this proposal, please contact:

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ksteiner@cainc.com | 907-230-3107
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Completed Research Framework

Supporting Documentation*

- *i-Ready Diagnostic & Instruction* Demonstration Account Access
- *i-Ready Diagnostic & Instruction* Overview Brochure
- *i-Ready Diagnostic & Instruction* Customer Case Studies
- *i-Ready Diagnostic Indicators—Correlations to the Common Core: English Language Arts*
- *i-Ready Instruction Lessons—Correlations to the Common Core: English Language Arts*

*Math correlations are available upon request, if the Committee would like to review them.

For more information about *i-Ready Diagnostic & Instruction*—including product samples and demonstrations, customer case studies and testimonials, and supporting documentation—please go to [http://www.curriculumassociates.com/i-ready](http://www.curriculumassociates.com/i-ready).
**Proposal title:** *i-Ready Diagnostic & Instruction*

**Vendor/Agency:** Curriculum Associates, LLC

**Contact person:** Kellie Steiner

**Contact information:** ksteiner@cainc.com | 907-230-3107

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<table>
<thead>
<tr>
<th>Description of proposal.</th>
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| *i-Ready Diagnostic & Instruction* is a research-based online resource that combines an adaptive diagnostic, instant reporting, embedded progress monitoring, and engaging instruction. These components all work together to provide students the 1:1 attention they need to accelerate their learning. The program is available in reading and mathematics for students in grades K–8 (diagnostic) and grade K-7 (instruction). Grade 8 instruction will be released in the coming months, and expansion of the diagnostic to high school is currently underway.  

Three primary principles guided our development of *i-Ready*: student-centered learning, maximized instructional time, and comprehensive reporting that informs decision-making. *i-Ready* embraces the philosophy that learning is a continuous cycle of assessment linked to instruction, using data collected during the diagnostic to prescribe each student an individualized plan for instruction.  

Instructional decision-making is supported through intuitive reports and explicit guidance, and teacher-led activities are further guided by downloadable *Tools for Instruction*—lesson plans that may be used one on one, with small groups, or with the entire class.  

*i-Ready* is a powerful program for instruction and intervention; the personalized learning *i-Ready* delivers makes it an invaluable tool for students performing at all levels—from gifted and talented students to those who are struggling (including Title I, Response to Intervention tiers 2 and 3, English language learners, and students receiving Special Education services).
Reports within *i-Ready* also point to specific lessons within Curriculum Associates’ print products—including *Phonics for Reading, Ready Common Core* (later in 2013), and *CARS/STARS*, all of which are proposed in separate submissions to the Committee—that will help students with challenging concepts. This seamless integration provides a blended solution tailored to the individual student for optimal learning support.

Of equal importance to the quality of the product is the quality of service provided. While Curriculum Associates has delivered excellent products to customers since 1969, what really differentiates us is our pledge to being the *best service provider* in the publishing industry. Our products are fully guaranteed. If *i-Ready Diagnostic & Instruction* does not meet your expectations, we will refund your money. It’s that simple. We believe in the power of our products to effect real and positive change in children’s learning outcomes. This is what drives us in everything we do.

**Type of proposal.** Please use one of the following categories:

1. Professional development activity (i.e., one-time training or workshop);
2. Product (i.e., curriculum guide, workbook series or other physical item);
3. Service (i.e., curriculum or instruction audit or coaching contract);
4. Hired professional (i.e., RTI or reading intervention specialist);
5. Other (specify).

**#5: Other.**

We propose a blend of product and professional development services.

Schools or districts who choose *i-Ready Diagnostic & Instruction* to raise student achievement may also purchase custom online or onsite professional development to optimize their *i-Ready* implementation. These training sessions can be tailored to assist with integrating *i-Ready* with Curriculum Associates’ print products, or to meet specific instructional or intervention needs.

The information we will provide to Alaska educators in these professional development sessions will not only help them utilize *i-Ready*, but will also provide them with tools and knowledge to help drive sustainable growth beyond the period of grant funding.

**Conditions the proposal is intended to address.**

(Describe school improvement issues or challenges that this service or product is intended to address or remediate.)

1. **Inability to provide differentiated instruction**

   Teachers often do not have the time or resources to properly identify each student’s specific needs and then differentiate instruction to meet those needs.

2. **Need for resources for targeted instruction**

   Even when teachers understand what students need, they may lack the background knowledge or resources to deliver appropriate instruction.
3. **Need for CCSS-based programs**

Given how recently the Common Core State Standards and Alaska State Standards were released, it is difficult to find programs that are truly built for the Common Core, making it difficult to adequately prepare students for the increased rigor of the CCSS and Alaska State Standards.

4. **Development of a 21st century skill set**

In today’s increasingly technological society, it is critical for students to develop a 21st century skill set, but it is often difficult to foster these skills in children without quality computer-based programs.

| Intended outcomes of program. (How will the program impact the conditions mentioned above? Include intermediate outcomes that lead to overall impact. Where possible, note qualitative and quantitative outcomes.) | 1. **Accurately diagnose student skills and provide individualized instruction based on assessment results**

*i*-Ready’s diagnostic test—designed to be administered three or four times per year—determines students’ nuanced skill levels by continuously adjusting to their responses (see figure below).

*i*-Ready Diagnostic automatically selects from thousands of items to get to the core of each student’s strengths and challenges. With this powerful assessment, questions get more or less challenging based on a student’s answer to a previous question; thus the program is able to precisely determine a student’s actual skill level.

The adaptive testing process occurs entirely online, takes about 45-60 minutes per subject, can be broken into multiple sessions, and continues until the program compiles enough data to pinpoint a student’s unique reading or math level by domain. For example, a student may be on grade level with comprehension of literary text, but below grade level for comprehension of informational text.

Based on the results from the adaptive diagnostic, students are assigned an individualized instructional path within *i*-Ready Instruction.
Instructional modules within the program are Common Core-aligned and feature cross-curricular content in reading and mathematics. All instructional modules follow a consistent structure of instruction, guided practice, and embedded progress monitoring. Furthermore, lessons use real-world experiences and authentic situations—featuring diverse, contemporary characters set in visually appealing, modern environments—to capture students’ attention and teach essential skills. Explicit instruction makes concepts concrete and addresses the root cause of any specific areas of student need.

1. **Explicit Instruction**
   
   Each lesson begins with automated instruction that directly targets the priorities identified by the diagnostic. Skills are taught through engaging characters and real-world scenarios.

2. **Guided Practice**
   
   Once students have been taught a skill, they practice what they’ve learned and receive corrective feedback to reinforce conceptual understanding.

3. **Progress Monitoring**
   
   Students are assessed at the end of each lesson. As soon as students complete this mini-assessment, their results populate i-Ready’s progress monitoring reports.

The result of this targeted and engaging instruction is that students quickly learn the foundational skills required to move up to grade level or beyond. Because student motivation is essential to maintaining engagement, i-Ready builds on existing knowledge to teach new concepts, boost confidence, and avoid discouraging struggling learners.

2. **Provide teachers with effective, targeted materials**

   In addition to the instructional modules within i-Ready Instruction, teachers have access to i-Ready’s Tools for Instruction.
The Student Profile Report and the Instructional Grouping Report—two of the many reports detailed in the following section—include embedded links to downloadable PDF *Tools for Instruction* (see figure below). These plans guide teachers in “what to know” about each topic, as well as ways to teach the concept and its connections to the Common Core. *Tools for Instruction* are available within the program at no additional cost.

*Tools for Instruction* provide teachers with lesson plans selected by *i-Ready* to mitigate skill gaps for individual students or groups of students struggling with the same concepts. To download and view sample lessons, access the *i-Ready* demonstration account (see appendix for credentials) as an administrator or teacher and go to the Resources tab from the homepage.

Another helpful feature for locating effective, on-level materials is the Lexile® Performance tab within the Student Profile Report.

A recent research study with MetaMetrics® enabled *i-Ready* to provide a Lexile® score for each student assessed. Teachers may use this Lexile® measure and *i-Ready*’s “Find-a-book” feature to locate appropriate Lexile®-leveled reading materials for each student. Teachers may also print the Find-a-Book list and give it to students and parents, so they can more easily find books at the appropriate level for reading at home.
3. **Ensure students are prepared for the rigor of the Common Core and Alaska State Standards**

We built the adaptive *i-Ready Diagnostic* according to the CCSS blueprint to provide real-time, actionable, and intuitive reports that immediately inform instructional decision-making. *i-Ready Instruction* is also aligned to the CCSS and embeds personalized, engaging instruction and progress monitoring into every lesson. The program matches the expected rigor in each of the CCSS domains, including the foundational skills of reading:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Grades K–5</th>
<th>Grades 6–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K–8</td>
<td></td>
<td>✓ Counting and Cardinality</td>
<td>✓ The Number System</td>
</tr>
<tr>
<td>✓ Foundational Skills</td>
<td>✓ Operations and Algebraic Thinking</td>
<td>✓ Ratios and Proportional Relationships</td>
<td></td>
</tr>
<tr>
<td>✓ Phonological Awareness</td>
<td>✓ Number and Operations in Base Ten</td>
<td>✓ Expressions and Equations</td>
<td></td>
</tr>
<tr>
<td>✓ Phonics</td>
<td>✓ Number and Operations—Fractions</td>
<td>✓ Functions</td>
<td></td>
</tr>
<tr>
<td>✓ High-Frequency Words</td>
<td>✓ Measurement and Data</td>
<td>✓ Statistics and Probability</td>
<td></td>
</tr>
<tr>
<td>✓ Vocabulary</td>
<td>✓ Geometry</td>
<td>✓ Geometry</td>
<td></td>
</tr>
<tr>
<td>✓ Comprehension: Informational Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Comprehension: Literature</td>
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</tbody>
</table>

Now that the new Alaska State Standards have been adopted and are so similar to the CCSS, in 2013 we will be updating *i-Ready* for Alaska customers to include the Common Core-related features currently available to other states. For instance, the CCSS Performance Report readily identifies the standards a student has mastered. This report also shows growth from one administration of the diagnostic to another.

The appendix of this proposal includes demonstration accounts for the states of Alaska and Washington. We have provided these two sets of accounts so Committee members may see how *i-Ready* currently works in Alaska, as well as how it will work after the upgrades later this year.
4. **Equip students with a 21st century skill set**

As a fully web-based program, *i-Ready* helps students develop the technology and critical-thinking skills required for success in modern society. Additionally, *i-Ready Diagnostic & Instruction* solidifies foundational skills and provides essential resources for both teachers and students. The program helps build cross-curricular and learning-to-learn skills. In addition, many modules take advantage of scenarios where groups debate and analyze real-life problems, modeling how to reason abstractly, construct viable arguments, critique the reasoning of others, and attend to precision.

Pupils work through challenging but familiar and age-appropriate situations where they must conduct analyses to persevere in solving real-world problems. For example, in the lesson below, students help this character add and subtract decimals to figure out how much money she made at her summer job, while learning important vocabulary relating to bank accounts.

![Adding and Subtracting Decimals In Word Problems - Level E - Tutorial](image)

These skills will also prove critical as standardized testing moves to be entirely computer-based; the skills students gain with *i-Ready* will help them become familiar with online testing.

| How outcomes are measured. (Provide measures for the overall impact on conditions mentioned above in addition to program performance measures) | *i-Ready*’s diagnostic assessment and embedded progress monitoring make it easy to see how students are progressing towards mastering the Common Core State Standards. We recommend the assessment be administered three to four times per year (though usage is not limited), and *i-Ready*’s comprehensive reporting suite allows teachers and administrators to see tangible, quantitative results as students gain new skills and perform at higher levels. |
| used to evaluate quantity of service delivered, quality of program delivery, and implementation, and direct program outcomes. Measures should include a quantitative or otherwise replicable component appropriate for grant evaluation and validation.) | Each instructional module within *i-Ready* culminates with a brief quiz. This embedded progress monitoring enables teachers to gauge growth often, and reports such as the Student Response to Instruction Report display student progress in each Common Core domain.

We designed *i-Ready* reports with ease of use in mind, and their presentation of student ability supports educators in rapid interpretation of large quantities of data. Here are some of the many customer comments we have received about the quality of *i-Ready* reports:

- “The reports are a tremendous help to my teachers in defining the “next step” for instructional lessons. Also, the use of *i-Ready* at home really bridges the gap in communication between the home and school on a child’s academic performance. Parents can now observe their child working on lessons and view the child’s progress chart immediately” –Shelley Ferrara, Campbell-Kapolei Complex, Mauka Lani Elementary School, Hawaii

- “The reports available are fantastic. They are a plethora of information right at our fingertips!” Jenny Williams, Elmwood School District, IL

- “The reports the program generates are comprehensive and informative. This program is what teachers need to help them customize lessons for individual weaknesses.” Colleen Winkler, Jefferson Parish Public School System, LA

- “*i-Ready* provides teachers with clear and informative reports that aid in guiding instruction and communicating with parents. The data is at the teacher's fingertips 24/7.” Deb Harden, Learning Facilitator, Grand Island Public Schools, NE

- “The biggest question I get at conferences is, “What can I do with my child at home?” And this lays that right out for the parents. It really helps with the communication between home and school.” Nicole Moretz, Green Primary, OH

Standard reports available with *i-Ready Diagnostic & Instruction* include.

- **Student Profile**—This report provides a grade-level equivalent score for each strand and detailed analysis of the sub-skills causing students to struggle, as well as instructional recommendations based on each student’s needs. Teachers can drill down to see the performance detail for each strand. Downloadable instructional materials provide support in skills remediation.
Lexile® Performance (Reading only)—This tab within the Student Profile Report shows a student’s Lexile® score and the “Find-a-book” feature helps locate appropriately Lexile®-leveled reading materials for each individual student.

Standards Performance—Evaluates how students are performing against standards.

Class Profile Report—Helps teachers quickly and effectively group students by specific needs. This report uses diagnostic results to inform class instructional decisions. Its graphical presentation enables educators to quickly analyze students’ varying average scale scores as well as their grade-level placement by domain.

Performance by Grade and Class—Measures gains at a single school by grade and class.

Class Norms (Reading only)—Shows each student’s position (percentile rank) relative to a group of students who are in the same grade who took the test at the same time of year.

Parent Report—Helps communicate student performance on the diagnostic to parents in a comprehensible way.

Intervention Screener—Enables educators to make informed decisions about which students may need intervention. It groups students into three tiers that align graphically to the Class Profile Report. In the Detail by Student section, teachers and administrators can sort and view details such as overall scale score, grade level placement, and tier.

Instructional Grouping—Shows teachers how to group students so those struggling with the same concepts get the most out of small-group instruction. Affords educators flexibility in categorizing students and targeting effective remediation. Educators can drill down to see instructional priorities for each profile. Additionally, this report provides Tools for Instruction based on the skills in which grouping profiles are deficient.

District Performance—Measures gains across the school or entire district. Quickly and comprehensively shows educators the percentage of students who are on or above level in each grade, plus how many students are performing either one grade or two or more grades below level. The report also includes information such as average scale scores for each grade level and the number of students assessed.
**Student Response to Instruction** — Available at the student and class levels, this report shows student performance on *i-Ready Instruction*’s differentiated instructional lessons. Teachers and administrators can see how much time students are spending on lessons, as well as the progress they are making, to ensure that their students are using the program effectively. Domain-level analyses of instructional performance helps plan further remediation.

Please log into the demonstration accounts provided in the appendix to experience *i-Ready’s* comprehensive reporting suite—including custom reporting group functionality—first-hand.

**Cost.** (Provide cost on a unit basis, per-student basis, or per-teacher basis, as appropriate, to allow districts to accurately calculate their actual potential cost. Address any cost sharing opportunities offered by the vendor or agency.)

The annual license fee for *i-Ready Diagnostic & Instruction* is only $27.00 per student per subject. This fee includes all maintenance, support, and upgrades. As a Software-as-a-Service product, there is nothing to install at the local level and we push all program updates and enhancements from our secure servers. We also offer small and large site licenses, as well as multi-year and volume purchase discounts. We are happy to negotiate the best pricing option with each purchasing Alaska district.

Our professional development options are flexible: districts may customize the number of onsite and online sessions, and a direct train or train-the-trainer model. The listed package pricing below includes our trainer, travel (where applicable), and related costs. Onsite sessions generally accommodate up to 30 participants, while online webinar sessions can accommodate up to 1,000.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Option A: $3,500</th>
<th>Option B: $2,000</th>
<th>Option C: $800</th>
<th>A La Carte</th>
</tr>
</thead>
<tbody>
<tr>
<td># Onsite Sessions (3-6 hours each)</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>$1,750 per session</td>
</tr>
<tr>
<td># Live Webinars (1 hour each)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>$500 per session</td>
</tr>
</tbody>
</table>

**Note:** Professional development can be customized for district-wide train-the-trainer implementations, if desired. Pricing for the train-the-trainer model is slightly more expensive, given the increased training needs (e.g., scripts, additional costs of copies, binders, flash drives so the division trainers have everything they need to implement the training on their own.) Pricing is available upon request, if districts choose this model over the direct training approach.
In addition to customized sessions, we provide complimentary live and prerecorded training webinars through our website [http://i-Ready.com/diagnostic-training](http://i-Ready.com/diagnostic-training) throughout the year. These trainings serve as refresher and are great for training any new staff between live sessions.

**i-Ready** is very easy to implement, and our customer service and technical support teams are available to help every step of the way. **i-Ready** system requirements are available at [www.i-ready.com/support](http://www.i-ready.com/support).

We will assign each purchasing Alaska school or district a responsive Curriculum Associates’ Account Manager who will serve as the primary point of contact for the program—setting up the account, scheduling and guiding implementation and professional development, and answering inquiries throughout the life of the account.

<table>
<thead>
<tr>
<th>Requirements for implementation. (Capacity, staff, technology, facilities, financial resources, other conditions or resources.)</th>
<th>i-Ready is very easy to implement, and our customer service and technical support teams are available to help every step of the way. <strong>i-Ready</strong> system requirements are available at <a href="http://www.i-ready.com/support">www.i-ready.com/support</a>.</th>
</tr>
</thead>
</table>

*Curriculum Associates*
The *i-Ready Diagnostic & Instruction* license fee includes all support, maintenance, and product upgrades. As a fully web-based, Software-as-a-Service product, there is no installation at the local level; we host the application and perform all maintenance and upgrades on our end, then push these enhancements out to our customers.

**Timeline for implementation.** (Include when the proposed action can begin, how long the action lasts, and milestones used to measure and demonstrate progress.)

*i-Ready* is available for immediate use, upon receipt of a purchase order. After account setup, we encourage purchasing schools and districts to administer the diagnostic assessment to all their students. The diagnostic takes 45-60 minutes on average to administer. From there, *i-Ready* will prescribe instructional modules to each student based on his or her assessment results. Instructional modules take approximately 20 minutes to complete.

*i-Ready* is a year-long program. For maximum benefit, students will progress through the program as they progress through grade levels of school. We recommend that the diagnostic assessment be administered three to four times per year (with 12-18 weeks of instruction between each administration). Each instructional module concludes with a brief quiz for ongoing, embedded progress monitoring. *i-Ready*’s reports make it easy to monitor student progress throughout the year.

Below is a draft implementation plan based on “typical” *i-Ready* district implementations. We can adapt this plan to each Alaska school or district, as necessary; for instance, web-only training sessions may be preferred.

<table>
<thead>
<tr>
<th>Phase I: Planning</th>
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<tbody>
<tr>
<td><strong>Milestone 1: Implementation Planning</strong></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
</tbody>
</table>
### Milestone 2: Account Setup

<table>
<thead>
<tr>
<th>Objective</th>
<th>Import all users into <em>i-Ready</em> prior to implementation/deployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>School coordinators</td>
</tr>
<tr>
<td>Delivery</td>
<td>Immediately following completion of Milestone 1</td>
</tr>
</tbody>
</table>
| Steps | 1. To enable effective reporting at all levels, our Account Manager will work with the school designee to create an *i-Ready* “onboarding” Excel workbook. The workbook contains information that links students to classes, teachers, schools, and district.  
2. When the onboarding workbook is completed, the school designee will email it to our Account Manager, who will then upload the information into the *i-Ready* system. After onboarding is complete, additional information (e.g., new students, change of classes, etc.) may be entered directly into the online account.  
3. The Account Manager emails the school designee the login information for administrators, teachers, and students. |

### Phase II: Implementation

#### Milestone 3: Leadership Kickoff

<table>
<thead>
<tr>
<th>Objective</th>
<th>Obtain project support and commitment from all participants to increase instructional productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>School leadership (principals and key personnel, such as instructional technology leads)</td>
</tr>
<tr>
<td>Delivery</td>
<td>TBD</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Engage school leaders for project kick-off  
2. Set the expectations for principals to ensure project success in their buildings  
3. Ensure the leadership team has the information they need to effectively communicate benefits, goals, and expected outcomes to teachers |

#### Milestone 4: Product Training

<table>
<thead>
<tr>
<th>Objective</th>
<th>Train teachers and administrators on <em>i-Ready</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Teachers, principals, and select school leadership</td>
</tr>
<tr>
<td>Delivery</td>
<td>TBD</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Ensure all teachers and administrators understand program benefits and functionality, and can effectively explain the program and expectations to students and parents.  
2. Train users how to use *i-Ready* based on school guidelines and objectives.  
3. Establish next steps, associated dates, and expectations for the next training session. |
### Milestone 5: Data-Driven Instruction

**Objective**
Coach users on how to analyze and leverage diagnostic data with students

**Participants**
Teachers, principals, and select school leadership

**Delivery**
TBD

**Outcomes**
1. Collective understanding and interpretation of student diagnostic data, to help inform tier mobility decisions
2. Highlight best practices for using diagnostic data
3. Agree on how to refine instructional strategies going forward, based on specific data, trends, and gains in student growth

### Milestone 6: Leadership Best Practices

**Objective**
Ensure school leadership team is informed on progress to date and consistently accessing and using relevant data

**Participants**
Principals and select school leadership

**Delivery**
TBD

**Outcomes**
1. Ensure leadership is informed on key diagnostic results
2. Ensure consistent usage and understanding of best practices
3. Ensure leadership provides high level of support to teachers

### Phase III: Ongoing Support and Coaching

#### Monitor Regular Intervention Usage

**Objective**
Curriculum Associates’ Account Manager and implementation team monitor school i-Ready usage to ensure established procedures are being followed.

**Participants**
Teachers and principals

**Delivery**
Email and phone call check-in

#### Refresher Webinars and Supporting Documentation

**Objective**
Ongoing training, FAQs, and product manuals available 24/7 help school users effectively implement and use the program.

**Participants**
Teachers and principals

**Delivery**
Pre-recorded webinars, online documentation available within the i-Ready system

### Best practices for implementation.
(Processes or changes schools should adopt to make best use of this proposal.)

*i-Ready*, like all of Curriculum Associates’ products, is an extremely versatile tool that can be successfully implemented in diverse educational settings. Before administering the diagnostic for the first time, teachers should explain the process to students and make sure they are comfortable with the format. We recommend showing students screenshots of what they can expect during testing. This preparation allows students to perform to the best of their abilities on testing day and not to be distracted by an unfamiliar testing environment.
Additionally, we recommend that teachers and administrators who will utilize *i-Ready* familiarize themselves with the user guides, which can be found within the Resources tab of the demonstration accounts provided.

These guides help teachers and administrators understand the different features and functionality of *i-Ready*, so they can leverage the greatest benefit from using the program.

For optimum results, we recommend that schools allot one to two-and-a-half hours per week for students to spend on *i-Ready Instruction*. Though students will make progress even if they are not able to devote that much time per week, our research shows that the more time students spend on the instruction, the more growth they experience.

**Evidence of success in similar environments.** (List past or current examples or incidences of successful implementations in Alaska. Provide references where possible.)

*i-Ready Diagnostic & Instruction* is a new product, released in the summer of 2011. As such, it has not yet been implemented within the state of Alaska. Although rural Alaska is a unique environment, we believe we have transferrable experience implementing *i-Ready* in similar settings in other parts of the country. For instance, *i-Ready* is used widely within the state of Hawaii, with numerous implementations in the remote areas of the islands. The following customers have used *i-Ready* in rural Hawaii and can serve as references for the success they have experienced with the program:

- Mauka Lani Elementary School: Shelley Ferrara, Administrator, [Shelley.Ferrara@notes.k12.hi.us](mailto:Shelley.Ferrara@notes.k12.hi.us), 808-672-1100
- Kapiolani Elementary School: Bob Hill, Administrator and former District Data Manager, [Bob.Hill@notes.k12.hi.us](mailto:Bob.Hill@notes.k12.hi.us), 808-974-4160
i-Ready Diagnostic & Instruction, the following districts in Alaska do use other Curriculum Associates products and can speak to the quality of service and programs our company provides:

- Juneau School District: Patty Newman, Curriculum Director, 907-523-1720, patricia.newman@juneauschools.org
  - Products: BRIGANCE®, QUICK Word, Phonics for Reading
- Kenai School District: Doris Cannon, Curriculum Director, 907-714-8885, dcannon@kpbsd.k12.ak.us
  - Products: BRIGANCE®, QUICK Word
- Kodiak Island School District: Christy Lyle, Math Coordinator, 907-481-6256, clyle01@kodiakschools.org
  - Products: BRIGANCE®, QUICK Word, Phonics for Reading

**Evidence of success in any environment.** (List successful implementations and/or research findings or literature review validating your approach.)

*i-Ready* is a research-based program, built with expert input and following best practice guidelines outlined by the American Educational Research Associates, American Psychological Association, and the National Council on Measurement in Education.

- Best-practice adaptive test design: Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling.
- Best-practice assessment development (e.g., item design, test construction): Informed by best practices in the field of educational testing, as well as the Common Core State Standards and current California state standards.
- Large, diverse sample for item and scale calibration: Assessment items were field tested with more than 28,000 students across representative socioeconomic, geographic, and ethnic strata.
- Strong validity and reliability: The Technical Manual (available upon request) further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics.
Furthermore, *i-Ready* has been shown by the Educational Research Institute of America—an independent, third-party organization—to be effective in a number of diverse settings. For example, at Farmington Elementary School in Culpeper, VA, *i-Ready* helped raise the pass rate of Tier 2 students on the state standardized test from 0% to 75-88%. Additionally, the school experienced a 72% increase in students at or above grade level in reading and a 260% increase in students at or above grade level in math.

After PS 1 Courtlandt School in Bronx, NY, implemented *i-Ready*, they saw a 143% increase in students on or above grade level in math and a 118% increase in students on or above grade level in reading. Similarly, *i-Ready* helped Edward Kemble Elementary School in Sacramento, CA increase their students on or above grade level in math by 160% and by 87% in reading.

Customer case studies are included in the proposal appendix.

<table>
<thead>
<tr>
<th>Ability to transfer to different environments. (List and address strengths and potential challenges of transferring this concept to low performing Alaska village schools. Explain how the identified product, service, or approach will meet or overcome challenges of transferring to this setting.)</th>
</tr>
</thead>
</table>

*i-Ready* is readily transferrable to different environments. We designed it to be a flexible, adaptive program to meet the needs of a wide range of students. Thanks in part to a rigorous field-testing process, *i-Ready* is a versatile product proven to improve students’ achievement, including those learners struggling the most.

The program’s engaging, interactive format quickly draws even the youngest students in, with features that both implicitly and explicitly foster ongoing ownership in their academic achievement. Students performing below grade level report that they actually have fun and feel successful using the program, which in turn builds their confidence level while building their skills set.
With the exception of potential technological challenges, outlined below, there are no foreseeable issues in transferring *i-Ready* to low performing Alaska village schools.

| Potential obstacles to implementation. | One issue previously encountered in *i-Ready* implementations is that a district may have an overly aggressive content filter that slows *i-Ready* performance. This problem is easily remedied by having an administrator whitelist the program.  

Additionally, because *i-Ready* is a fully web-based program, it requires a basic technological infrastructure to be successfully implemented. A list of minimum system requirements for optimal usage of *i-Ready* is available online at [www.i-ready.com/support](http://www.i-ready.com/support), though we do have a number of customers who have successfully implemented *i-Ready* yet did not meet all of these technical recommendations.  

As a preventative measure, we are able to test a school’s or district’s technology infrastructure prior to implementation. We can assess whether the system has enough bandwidth and the proper level of security for *i-Ready* to be operate successfully.  

Should Alaska users run into any issues, technical or otherwise, our IT and customer support staff are available from 8:30AM-7:00PM EST Monday through Thursday and 8:30AM-5:00PM EST Friday. Kellie Steiner, our Alaska sales representative, will also be available to provide local support.  

To supplement the live support available, customers also have 24/7 access to online Frequently Asked Questions (FAQs), recorded trainings, and user manuals at [www.curriculumassociates.com/professional-development](http://www.curriculumassociates.com/professional-development) and [www.i-Ready.com](http://www.i-Ready.com).  

If any schools are unable to implement *i-Ready* due to technology restrictions, Curriculum Associates offers a wide range of quality print products that can also help to differentiate instruction and raise student achievement. We have proposed several of these resources in separate submissions to the Committee. |
i-Ready Diagnostic & Instruction Try-It Demonstration Account Logins

We have provided login credentials so reviewers may evaluate i-Ready Diagnostic & Instruction first-hand using a “Try-It” demonstration account for different user types: three administrators, six teachers, and eight students. Each demonstration account is pre-populated with sample data and/or assessments, allowing you to experience the program’s functionality from each user type’s viewpoint.

As noted in the proposal, because Alaska was not a Common Core state, the demonstration accounts for Alaska do not yet contain Common Core features. We have therefore provided credentials for both the states of Alaska and Washington. These accounts will allow the Committee to experience what i-Ready currently offers to Alaska users, as well as what the program will offer in the near future. The first table provides credentials for the current Alaska i-Ready, and the login information in the second table provides access to i-Ready within the state of Washington.

We have configured one set of access credentials for each evaluator. Please note that only one user at a time may be logged into a demonstration account with a given set of access credentials. If the evaluation team needs additional demonstration accounts, please contact Kellie Steiner at ksteiner@cainc.com.

Each of the three user types allows access to different features and functionality within the program:

- **Administrator:**
  - View district, school, grade, class, and student reports
  - View all school administrators, classes, teachers, and students
  - Access user guides, Frequently Asked Questions (FAQs), lesson lists, and additional resources

- **Teacher:**
  - View classes and students
  - View student lesson plans
  - View class and individual student reports
  - Access user guides, FAQs, and additional resources

- **Student 1** (has taken the diagnostic and has lessons assigned) and **Student 2** (has not yet taken the diagnostic):
  - Take the i-Ready Instruction (Student 1)
  - Work through the i-Ready Diagnostic assessment (Student 2)
  - View personal results and progress (both students)
  - Choose study buddies/themes and play games (both students)
To get started, please go to: www.i-Ready.com. Enter the following information:

- **Username:** Enter a **username** from the table below
- **Password:** Enter the corresponding **password**
- **State:** Please select **Alaska** from the drop-down menu

### LOGIN CREDENTIALS FOR TRY-IT DEMONSTRATION ACCOUNTS

<table>
<thead>
<tr>
<th>Login Type</th>
<th>Username</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administrator</td>
<td>DI-Admin26</td>
<td>password26</td>
</tr>
<tr>
<td>2 Administrator</td>
<td>DI-Admin28</td>
<td>password28</td>
</tr>
<tr>
<td>3 Administrator</td>
<td>DI-Admin29</td>
<td>password29</td>
</tr>
<tr>
<td>1 Teacher</td>
<td>DI-Teacher51</td>
<td>password51</td>
</tr>
<tr>
<td>2 Teacher</td>
<td>DI-Teacher52</td>
<td>password52</td>
</tr>
<tr>
<td>3 Teacher</td>
<td>DI-Teacher55</td>
<td>password55</td>
</tr>
<tr>
<td>4 Teacher</td>
<td>DI-Teacher56</td>
<td>password56</td>
</tr>
<tr>
<td>5 Teacher</td>
<td>DI-Teacher57</td>
<td>password57</td>
</tr>
<tr>
<td>6 Teacher</td>
<td>DI-Teacher58</td>
<td>password58</td>
</tr>
<tr>
<td>1 Student 1 (has taken the diagnostic and has lessons assigned)</td>
<td>DI-Student161@Grade1</td>
<td>password161</td>
</tr>
<tr>
<td>2 Student 1</td>
<td>DI-Student163@Grade4</td>
<td>password163</td>
</tr>
<tr>
<td>4 Student 1</td>
<td>DI-Student165@Grade7</td>
<td>password165</td>
</tr>
<tr>
<td>5 Student 2 (has not yet taken the diagnostic)</td>
<td>DI-Student162@Grade1</td>
<td>password162</td>
</tr>
<tr>
<td>6 Student 2</td>
<td>DI-Student164@Grade4</td>
<td>password164</td>
</tr>
<tr>
<td>8 Student 2</td>
<td>DI-Student166@Grade7</td>
<td>password166</td>
</tr>
</tbody>
</table>
To view what *i-Ready* will look like soon for Alaska, please enter the following information:

- **Username:** Enter a *username* from the table below
- **Password:** Enter the corresponding *password*
- **State:** Please select *Washington* from the drop-down menu

<table>
<thead>
<tr>
<th>Login Type</th>
<th>Username</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administrator</td>
<td>DI-Admin37</td>
<td>password37</td>
</tr>
<tr>
<td>2 Administrator</td>
<td>DI-Admin39</td>
<td>password39</td>
</tr>
<tr>
<td>3 Administrator</td>
<td>DI-Admin40</td>
<td>password40</td>
</tr>
<tr>
<td>1 Teacher</td>
<td>DI-Teacher73</td>
<td>password73</td>
</tr>
<tr>
<td>2 Teacher</td>
<td>DI-Teacher74</td>
<td>password74</td>
</tr>
<tr>
<td>3 Teacher</td>
<td>DI-Teacher77</td>
<td>password77</td>
</tr>
<tr>
<td>4 Teacher</td>
<td>DI-Teacher78</td>
<td>password78</td>
</tr>
<tr>
<td>5 Teacher</td>
<td>DI-Teacher79</td>
<td>password79</td>
</tr>
<tr>
<td>6 Teacher</td>
<td>DI-Teacher80</td>
<td>password80</td>
</tr>
<tr>
<td>1 Student 1 (has taken the diagnostic and has lessons assigned)</td>
<td>DI-Student395@Grade1</td>
<td>password395</td>
</tr>
<tr>
<td>2 Student 1</td>
<td>DI-Student397@Grade4</td>
<td>password397</td>
</tr>
<tr>
<td>4 Student 1</td>
<td>DI-Student399@Grade7</td>
<td>password399</td>
</tr>
<tr>
<td>5 Student 2 (has not yet taken the diagnostic)</td>
<td>DI-Student396@Grade1</td>
<td>password396</td>
</tr>
<tr>
<td>6 Student 2</td>
<td>DI-Student398@Grade4</td>
<td>password398</td>
</tr>
<tr>
<td>8 Student 2</td>
<td>DI-Student400@Grade7</td>
<td>password400</td>
</tr>
</tbody>
</table>

The provided credentials are valid for 90 days from the bid opening date.

We hope you find this demonstration account access useful in evaluating *i-Ready*!
We answer “why?” and deliver “what’s next?”

“i-Ready is the best.”

Dr. Eric Conti
Superintendent of Schools, Burlington, MA
Named a Top 10 Tech-Savvy Superintendent by eSchoolNews

“My kids really grew. I mean really, REALLY grew.”

Cindy Hall
Elementary School Teacher, Raleigh, NC

“i-Ready is easier to use and gives teachers more.”

Tom Vander Ark
Author, Getting Smart: How Digital Learning Is Changing the World
An adaptive diagnostic and online instruction built for the Common Core

Built for the Common Core, i-Ready™ Diagnostic & Instruction combines a valid and reliable measure and personalized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.

- **Adaptive Diagnostic** pinpoints student needs down to the sub-skill level and gives teachers an action plan for success for each student
- **Online Instruction** provides explicit differentiated instruction that fits each student like a glove
- **Teacher-Led Instruction** supports blended learning with embedded downloadable lessons and easy-to-use print resources
- **Progress Monitoring** at the class, grade, school, and district levels helps students learn more and learn faster

Try it out!
To see i-Ready in action, visit i-Ready.com/empower
Diagnose

Answer the question “why?”
To build an instructional plan, i-Ready™ diagnoses student performance by domain across multiple grade levels. It provides a valid and reliable measure of student growth for your whole district and detailed diagnostic results that pinpoint students’ abilities and needs to the sub-skill level.

A student’s instructional path is determined by domain-level performance.

Sample adaptive Phonics assessment:
Cameron Davis, Grade 4

Questions get harder or easier based on a student’s answer to the previous question.

i-Ready pinpoints the actual level of performance in order to target instruction.

Now with Lexile® measures!
At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factor pairs, and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Tabitha will benefit from instruction and practice in the skills shown below.

### What Tabitha Can Do

**Fractions**
- Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

**Base Ten**
- Know multiplication facts through 9 x 9.
- Add multi-digit numbers.
- Subtract multi-digit numbers.
- Multiply two-digit numbers by one-digit numbers.
- Identify fractions shown on a number line.
- Use models to find equivalent fractions.

### Tools for Instruction

- **Know Division Facts**
- **Add Multi-Digit Numbers**
- **Subtract Multi-Digit Numbers**
- **Multiply by One-Digit Numbers**
- **Fractions on the Number Line**
- **Find Equivalent Fractions**

### Number and Operations Tools for Instruction

<table>
<thead>
<tr>
<th>If you have this product...</th>
<th>Use...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Base Ten: Lesson 4: Understand the Meaning of Division, p. 30</td>
<td>Knowledge of division and its relationship with multiplication.</td>
</tr>
<tr>
<td>Lesson 5: Understand How Multiplication and Division Are Connected, p. 36</td>
<td>Practice applying and understanding the concepts of multiplication and division.</td>
</tr>
<tr>
<td>Lesson 6: Multiplication and Division Facts, p. 42</td>
<td>Increase fluency with multiplication and division facts.</td>
</tr>
<tr>
<td>Lesson 9: Use Place Value to Add and Subtract, p. 72</td>
<td>Develop understanding of place value and its role in addition and subtraction.</td>
</tr>
<tr>
<td>Lesson 10: Use Place Value to Multiply, p. 84</td>
<td>Practice and apply multiplication using place value.</td>
</tr>
<tr>
<td>Lesson 16: Fractions on a Number Line, p. 140</td>
<td>Use number lines to represent and compare fractions.</td>
</tr>
<tr>
<td>Lesson 18: Find Equivalent Fractions, p. 148</td>
<td>Identify and generate equivalent fractions.</td>
</tr>
</tbody>
</table>

### Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation. In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.
Fractions on a Number Line

Objective: Locate the fractions $\frac{1}{2}$, $\frac{3}{2}$, and $\frac{5}{2}$ on a number line and count by halves from 0 to 3.

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

Step by Step 20–30 minutes

1. **Display the number line.**
   - Post a piece of paper tape about two feet long.
   - Tell the student you are going to make a number line.
   - Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.

2. **Locate $\frac{1}{2}$.**
   - Focus the student’s attention on the segment between 0 and 1.
   - Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
   - Ask: If this is one pencil long, how could we show the length of one half of a pencil? (Make a mark halfway between the 0 and the 1.)
   - Label that location $\frac{1}{2}$.
   - Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
   - Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.

3. **Locate $\frac{3}{2}$.**
   - Focus the student’s attention on the segment between 1 and 2.
   - Remind the student that 1 represents 1 pencil length. Ask: Where on this number line is half of a pencil length more than 1? (halfway between 1 and 2)
   - Mark and label $\frac{3}{2}$.
   - Help students understand that $\frac{3}{2}$ marks the point halfway between 1 and 2. The number $\frac{3}{2}$ shows a half more than 1.
**Provide differentiated instruction regardless of grade level**

With i-Ready’s explicit online instructional modules, students are automatically placed into instruction at their level based on i-Ready™ Diagnostic results. These 10–30-minute lessons provide a consistent lesson structure and are so engaging, students forget they are doing work!

**Step 1:**
**Explicit Instruction**
Students learn a skill or concept through highly interactive, scaffolded, explicit instruction.

**Step 2:**
**Guided Practice**
Next, following instruction, students practice what they’ve learned and receive corrective feedback to reinforce understanding.

**Step 3:**
**Progress Monitoring**
Students are assessed at the end of each lesson to drive ongoing progress monitoring.
Motivate all students with engaging interactive features

i-Ready’s online instruction modules engage learners in a low-risk environment. Students can personalize their experience with their choice of Study Buddies and take ownership of their learning with an individualized home page.

Study Buddy characters provide encouragement

Students have fun while they’re learning!

A personal home page shows assignments and links to a progress dashboard

Students can now customize their experience by selecting their favorite NBA team

The NBA and NBA member team identifications are the intellectual property of NBA Properties, Inc. and the respective member teams. ©2012 NBA Properties, Inc. All rights reserved.
Progress monitoring helps students learn faster

i-Ready™ provides teachers and administrators with opportunities to monitor progress at the student, class, school, and district levels. With i-Ready, it’s easy to tell exactly how far students have come and where they are headed.
## Common Core State Standards for English Language Arts

### Grade 2

Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.2.RF.2.a</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.2.RF.2.b</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.2.RF.2.c</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.2.RF.2.d</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.2.RF.2.f</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Language: Vocabulary Acquisition and Use. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.2.L.2.4.a</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.2.L.2.4.b</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.2.L.2.4.c</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### Grade 3

Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.3.RF.3.a</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.3.RF.3.b</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.3.RF.3.c</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.3.RF.3.d</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Language: Vocabulary Acquisition and Use. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.3.L.3.a</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LA.3.L.3.c</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### Grade 4

Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.4.RL.4.1</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Reading: Literature: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.4.RL.4.3</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Reading: Literature: Craft and Structure. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.4.RL.4.4</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Reading: Informational Text: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.4.RI.4.1</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Click to access aligned i-Ready skills
A program you can trust

Research-based, valid, and reliable

i-Ready™ Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development.

- **Best-practice adaptive test design**: Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling
- **Best-practice assessment development** (e.g., item design, test construction): Informed by best practices in the field of educational testing, as well as the Common Core State Standards (CCSS) and current state standards
- **Assessment development led by expert advisors**: Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation
- **Large, diverse sample for item and scale calibration**: Assessment items have been field tested with more than 28,200 students across representative socioeconomic, geographic, and ethnic strata
- **Strong validity and reliability**: The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics

### Large, diverse sample for item and scale calibration

- More than 28,200 students nationwide
- More than 16,500 math and 27,300 reading assessments administered
- 23 different states represented by 91 sites

### Continued item development and testing

- 80,371 students nationwide
- 75,341 math and 81,471 reading assessments administered
- 42 different states represented by 413 sites

<table>
<thead>
<tr>
<th>Demographic diversity of sample sites (approx.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>51%</td>
</tr>
<tr>
<td>Qualified for free or reduced lunch</td>
<td>53%</td>
</tr>
<tr>
<td>Below the poverty line</td>
<td>19%</td>
</tr>
<tr>
<td>Special education student</td>
<td>14%</td>
</tr>
<tr>
<td>English language learner</td>
<td>15%</td>
</tr>
</tbody>
</table>

**It was astounding the amount of growth each child made.**

Nicole Moretz
3rd Grade Teacher, Green, OH
It works—i-Ready™ gets results

Schools all over the country are seeing results with i-Ready™. The adaptive assessment combined with engaging differentiated instruction leads to higher percentages of on-grade-level performance!

% Increase in Students Scoring At or Above Grade Level

PS 1, Courtlandt School
Bronx, NY
- Title I school
- 98% Eligible for Free/Reduced Lunch
- 20% English Language Learners
- Implemented with grades K–5

“Students are engaged, excited, and want to do the work.”
Eric Grande, Assistant Principal

Springfield Elementary School
New Middletown, OH
- Title I school
- High-performing
- 29% Eligible for Free/Reduced Lunch
- 14% Special Education
- Implemented with grades K–4

“The reports are phenomenal.”
Kristen Snyder, Library Media Specialist

Edward Kemble Elementary School
Sacramento, CA
- Title I school
- 100% Eligible for Free/Reduced Lunch
- 56% English Language Learners
- Implemented with grades 2 and 3

“It’s rewarding to see that what we are doing is working.”
Dr. Shana Henry, Principal
Go to i-Ready.com/empower to:

- Watch the demo
- View the reports
- Hear from users
- Get a FREE 15-Day Try It
A Prescription for Success

Case Study: Edward Kemble Elementary, Sacramento, CA

“i-Ready groups the students for you and tells you what to use.”

Edward Kemble Elementary recently exited Program Improvement for the second time after growing 224 API [Academic Performance Index] points over the past six years. But targets increase every year. With only two testing grades to meet the targets, they have less time and fewer students to meet expectations. As a result, “we’re trying to push ourselves more each year,” said seven-year principal Dr. Shana Henry.

i-Ready Diagnostic & Instruction supported their efforts. It provided teachers with instant reports on student assessment data and then suggested direct instruction customized to each student. Students became engaged in the kid-friendly lessons, not just activities and practice, that featured relatable and diverse characters. “I found i-Ready’s blend of assessment and instruction to be ideal,” commented Dr. Henry.

“My initial reservation was whether teachers would use it…but now I have no doubt that it was the right thing to bring in.”

Like many educators, teachers at Kemble Elementary had always been challenged in providing individualized instruction. It was not only time consuming, but sometimes difficult to determine what to do next. The team at Kemble Elementary found that based on the assessment results, i-Ready provided a list of next steps to work on with each student, reports that grouped students, and online instruction at each student’s level that could be used for whole-class or small-group instruction.

Next year, they plan to use the downloadable supplemental materials for small-group instruction in their Saturday school intervention program. In general, finding materials outside of their grade level has always been teachers’ biggest struggle, and i-Ready makes it easy by giving them the materials they need.

These i-Ready resources also help by providing consistency in instruction with less training for their staff that’s always turning over.

“i-Ready provides direct instruction to students—teaching on the computer,” explained Dr. Henry. “I have not found any program where that is possible. The computer, just like a teacher or instructional aide, is teaching the kids, walking them through skills, and checking for understanding. And it is all being calculated so the teacher can determine next steps. i-Ready gives you options whether you want to do direct instruction on the computer, with the teacher, or a hybrid of both.”

“i-Ready provided an opportunity for kids to get engaging instruction in a different way than the norm.”

Kemble Elementary’s second and third grade teachers used i-Ready with a variety of students—those who were below-level, those on the bubble, and even above-level students that the teacher thought needed a challenge. Teachers assigned on-level lessons and sometimes even used those lessons to teach the whole class. For students who were behind, teachers had them work in instruction at their level (the automatically prescribed path).
This approach got results. In just 12 weeks, students made significant gains, nearly doubling growth for both mathematics and reading.

**“My favorite aspect of i-Ready is the reports.”**

Kemble Elementary teachers used the reports in two ways. First, they’d assign students appropriate lessons based on the data, helping to individualize instruction. Then teachers started bringing the reports to Student Study Team meetings. The reports gave parents a visual of what their child was doing, if interventions were working, and what needed to be done.

“We liked that we could show parents and students where a student struggled and what we’re doing to support them,” said Dr. Henry. But what she loves the best is the quick access to see where students are at any time and what improvements are being made.

“It is rewarding to know that what we are doing is working, and we are watching students move out of skills they were struggling with.”
i-Ready Works for All Students

Case Study: PS 1 Courtlandt School, Bronx, NY

“i-Ready provides the extra tools to meet the needs of all students.”

Public School (PS) 1/Courtlandt School in Bronx, NY had a very diverse student population—a number of special needs students, a rather large English language learner (ELL) population, and a wide range of ability levels in their general education classrooms. They needed a program that could meet the needs of all their students, and they found it with i-Ready Diagnostic & Instruction.

“i-Ready isn’t just effective for students at lower levels,” said Assistant Principal Eric Grande. “It differentiates instruction for high-level students as well.” And with the level of differentiation that had to happen in every classroom to meet student needs, this was crucial for supporting Courtlandt teachers and students.

They also wanted an online program. Courtlandt School had been focused on technology, equipping every classroom with numerous computers, and purchasing enough laptops for every student. So they were pleased to find that the NY Ready books they had been using to boost student achievement had a related online program, i-Ready. But the ultimate reason they selected the i-Ready technology over other programs was its high level of student engagement and the type of data it made available.

“i-Ready’s combination of assessment and instruction makes it very automatic.”

When students complete the i-Ready diagnostic assessment, the program immediately assigns online instruction and practice based on each student’s needs. Teachers can even add skills they feel students are deficient in, and i-Ready will also target those skills. “The online instruction is tailored for all learners,” Mr. Grande summarized.

Once the students at Courtlandt School started on i-Ready, they were hooked. They spent approximately an hour per subject per week on instruction through highly interactive lessons.

“You could see students’ level of enthusiasm,” said Mr. Grande. “They were engaged and able to monitor their own progress, which helped with goal-setting.”

Teacher Heather Martilla discovered that i-Ready “allowed for each student to succeed at their own pace and allowed teachers time to conduct small group lessons.”

“There are so many different ways of viewing the data.”

Not only were students engaged, but everyone was taken by the i-Ready reports. Teachers found that “i-Ready was a great support for their everyday routines,” said Mr. Grande. “The reports made it easy for them to make grouping decisions.” The Class Profile report was also useful, showing in colored bar graphs which students were on or above level, one level below, or two or more levels below, and their level for each domain.
Mr. Grande also shared i-Ready’s detailed reports and powerful graphs during a recent district quality review to convey the growth and progress taking place in the school. He was pleased to find that the “district leaders were very impressed to see how we were using different forms of data to support instruction.”

The team at Courtlandt School also shared the reports with parents. Teachers sent home the built-in parent letters and reviewed reports at meetings. “i-Ready made it easy to share student progress with parents,” noted Mr. Grande.

“The home involvement aspect was great.”

Not only did parents get i-Ready communications and reports, but some students even used i-Ready Instruction at home. In fact, Courtlandt School plans on increasing student home access in the future.

With access at home, students were practicing exactly what they needed, and teachers could monitor what students were doing. Mr. Grande even found that “kids who were working on i-Ready at home were achieving at higher levels.”

“Our data show that the more a student uses i-Ready Diagnostic & Instruction, the more that particular student grows.”

Data specialist and math coach Rogelio Herrera was pleased to see that not only were students engaged, but i-Ready was working. There were increases at every grade level in both reading and mathematics. The percentage of students scoring at or above grade level was approximately twice as high after using i-Ready. Students also made statistically significant gains in every subtest for both reading and mathematics.

In addition to the quantitative proof, Mr. Grande concludes, “The teachers have bought into i-Ready and now have focus. The students are engaged, excited, and want to do the work. This shows me that i-Ready works.”
Online Assessment and Instruction Together Leads to Improved SOL Pass Rate

Case Study: Farmington Elementary School, Culpeper, VA

Background

Farmington Elementary was in search of a way to support students who had failed the prior year’s SOLs and to strengthen foundational skills for K–5 students.

Two veteran administrators, Principal Gail Brewer and Assistant Principal and Reading Specialist Joan Evans, had experience with other online programs and knew that they needed a comprehensive solution that was easy to implement and use. They found that solution with i-Ready Diagnostic & Instruction and used it as a remedial support program for Farmington students that had failed to meet the Virginia Standards of Learning (SOLs) in reading or were identified by their teachers as in need of remediation.

Farmington students were provided explicit online instruction based on individual needs, while teachers used the data to guide classroom instruction. Ms. Evans found that “i-Ready was very easy to use.”

“Of the fifth grade Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year.”

Farmington Elementary administrators reviewed the reports once a week and found them very thorough and great for tracking progress. “With i-Ready, I was able to identify weaknesses in specific areas. The information is just so robust” said Ms. Evans. The level of detail even helped determine eligibility for special education services.

And the results showed that i-Ready worked for Farmington Elementary. A typical recovery pass rate for students who previously failed the SOLs is 50%. Last year, Farmington’s recovery rate was in the sixties. This year, after using i-Ready, fourth graders had a 75% pass rate and fifth graders had an 88% pass rate. “You can’t beat the pass rate we got from i-Ready,” said Ms. Brewer.

“When you have assessment and instruction together, you can hit the ground running.”

Like many schools today, Farmington Elementary faces many challenges. While differentiated instruction was a key strategy to support struggling students, it was time intensive. Teachers would spend hours creating differentiated plans for their classes.
“With i-Ready, the prescription is right there,” said Ms. Brewer. Once teachers gave the assessment, they didn’t have to figure out where the students should be and what to do with them. i-Ready just started instruction and practice right at their level.

As the teachers got more familiar with the program and its features, they found they could even use i-Ready to hit hard in certain areas by turning on and off domains, which they used to further tailor students’ individual instruction.

“It’s great to have a tool that not only provides assessment, but instant remediation along with high student engagement!” said Gifted Specialist Jeanine Judd, who used it with a few of her “gifted underachievers.”

**“Given the new and more challenging SOLs, I appreciated i-Ready’s breadth and rigor.”**

For math, Farmington Elementary was focused on long-term preparation of its kindergarten and first grade students for the new math SOLs, which emphasize applying knowledge to problem solving, not just computation and straight rote. They were pleased to find the same rigor and foundation-building in i-Ready for Number and Operations, Algebra and Algebraic Thinking, Geometry, and Measurement, Data Analysis, and Probability. “It is preparing our students for these harder standards,” noted Ms. Brewer.

Ms. Evans noted that other programs could be too narrow. For reading, Ms. Evans found that “i-Ready hits so many more things that we think of as fundamental reading skills.” The program covers phonological awareness, phonics, high-frequency words, vocabulary, and comprehension for literature and informational text. Ms. Evans also “liked the different components to the language arts instruction, especially the comprehension component. Students were motivated by the activities and lessons.”

**“The kids all loved taking responsibility and power for their own learning.”**

The reports were one of the more enticing parts of i-Ready for Farmington Elementary students. Each week, Ms. Evans would review reports with students, discussing which lessons they passed and didn’t pass. She found that the students “liked looking at the charts and seeing their progress. They liked the empowerment of tracking their progress.”

Students felt that what they had learned in i-Ready carried over to their classroom work. One student told Ms. Evans, “I really think this is helping me do well in school. My grades on my comprehension tests keep going up.”

“I had my doubts about the short games and avatars at first,” recalled Ms. Brewer, “but it was really empowering. Students would say to me, ‘Did you see this? This is really cool!’” With other technology programs, they never heard words like “cool.” i-Ready created a lot of buzz among students. “They liked the program a lot. The games made them work even harder and the avatars became part of the culture in Farmington classrooms, with students discussing who had which avatars.”

Even students reading two grades below level were engaged. Ms. Evans was relieved to find that those struggling students weren’t put off by the stories. They didn’t feel babyish. Students were actually interested in reading them.” Farmington Elementary was happy that i-Ready offered a great combination of fiction and nonfiction, which was hard to find with other programs.

Students found i-Ready “a fun and easy way to strengthen skills. Once they had their headphones on, they were in the zone,” said Ms. Evans.
Differentiation, Engagement, and Common Core in One Digital Solution

Case Study: PS 49 Willis Avenue, Bronx, NY

“The fact that i-Ready is interesting to students and differentiated are two huge keys for any student population.”

Kevin Burke, Assistant Principal and RTI liaison of Public School (PS) 49 in Bronx, NY, needed a program to help with academic reading intervention. When he saw i-Ready, he knew it hit the mark because it supported differentiated instruction for the school’s diverse academic needs while holding students’ interest.

i-Ready became a stepping stone for differentiation for students who have been identified as needing intervention. Teachers would put 2–3 students on the computer, have them take a diagnostic, and then spend 15–20 minutes working with students individually in small groups. Then students would go back to i-Ready to continue instruction and practice on what they learned. Each week students spent approximately an hour in i-Ready reading instruction.

“It was individualized to each student.”

For PS 49, differentiated instruction is a very big part of the teaching method, especially in academic intervention services. “Every student doesn’t learn at the same rate of speed or in the same way,” said Mr. Burke. “When we used i-Ready, differentiation was a lot easier. The program figured out what the students needed and adjusted to them.”

i-Ready also supported PS 49 with another big focus: building vocabulary. Burke explained that in their school’s neighborhood and across the country, vocabulary has fallen by the wayside. By working with phonemic awareness, phonics, and then reading words in context, students became familiar with more words. i-Ready’s vocabulary skill-building was also a great resource for the school’s special reporting groups. “i-Ready helps build vocabulary for our ELL population,” Burke noted. In addition, i-Ready helped expand background knowledge, essential to vocabulary development, because of the different types of text the program exposes students to. “More text means more experiences, which builds prior knowledge, so that for the tests and learning in the classroom, students have a better opportunity to make connections text-to-text and text-to-self. What we see happening is that once students see words in i-Ready, it translates to other places and other texts.”

Working across these essential areas of reading in i-Ready helped PS 49 students improve in not just vocabulary, but across all reading domains covered in the program. In order to compare across grade levels, i-Ready uses scale scores, which serve as a common language across grades and schools. Expected year-over-year growth for elementary level reading is typically 40–50 scale score points. Students at PS 49 grew an average of 25 points in just 14 weeks!
“i-Ready is more fun.”

Following mandates in New York City, PS 49 uses other digital assessment solutions in addition to i-Ready. The difference is those are “straight-up testing,” said Mr. Burke. Teachers have found that when asked what program they want to use, students often choose i-Ready because it is kid friendly and interesting. “i-Ready keeps students engaged longer.”

As a result, teachers are seeing students spending more time on task and producing more quality work. “Many students that never like to read will sit, and they are reading because they find it interesting.”

“It is saving [teachers] time.”

From the reports to making custom assignments, i-Ready has made teaching easier, especially for teachers that embraced the technology.

As an administrator, Mr. Burke “liked that i-Ready told me what lessons they’ve done, who passed or failed, and how much time they’ve spent on task.” Teachers found that instant access to data has helped them plan for individual needs of each student as well as assign lessons at various levels to meet students where they are.

As PS 49 prepares for the Common Core State Standards, Mr. Burke knows the “Common Core breakdown is going to help every teacher know what they need to be doing in each category.”

And if scores continue to improve like they have in the initial implementation, PS 49 will be in good shape for future testing.
High Achievement Propelled Higher, Continuing a Tradition of Excellence

Case Study: Springfield Elementary School, New Middletown, OH

Background

Springfield Elementary in New Middletown, OH, was in an enviable position. Student performance had been consistently strong for the past 11 years. “At the start of i-Ready, the scores were pretty high,” said Principal Tom Yazvac, who oversees curriculum and has set a tradition of high achievement and rigorous performance standards. Yet, Mr. Yazvac wanted to ensure that each and every student was effectively and efficiently able to meet his/her full potential. Thus, the search began for an internet-based instructional and diagnostic program to be used with all students to help:

- Continue to improve scores on the Ohio Achievement Test
- Reinforce content standards
- Boost teacher effectiveness while maintaining the teacher-student ratio (1:20–28)

“i-Ready gave us a tool we could use to compare data, show student progress, and offer additional reinforcement,” said Mr. Yazvac.

“We’re always focused on the test, but my number one goal is student performance.”

In the 15 weeks they used i-Ready, Springfield Elementary saw improved performance. For mathematics, there were increases at every grade level from test 1 to test 2. The percentage of students scoring at or above grade level more than doubled for most grades. In reading, the increase in average test scores from test 1 to test 2 was also statistically significant.

Math Growth by Strand in 15 Weeks

Kindergarten to Grade 4

<table>
<thead>
<tr>
<th>Total Score*</th>
<th>Geometry*</th>
<th>Algebra*</th>
<th>Measurement*</th>
<th>Number Sense*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>423</td>
<td>417</td>
<td>433</td>
<td>423</td>
</tr>
<tr>
<td>Test 2</td>
<td>463</td>
<td>463</td>
<td>478</td>
<td>458</td>
</tr>
<tr>
<td>Test 1</td>
<td>423</td>
<td>422</td>
<td>422</td>
<td>422</td>
</tr>
</tbody>
</table>

*Differences from test 1 scores to test 2 scores are statistically significant. Expected growth year-over-year for mathematics in grades 1–5 is 20 to 25 scale score points; for reading in grades 1–5 it is 40 to 50 scale score points. This growth was made in 15 weeks.
With i-Ready, Springfield Elementary improved results and continued their high level of achievement with fewer tutors and instructional partners in the classroom while freeing up teachers to work more closely with individual students. “Children are growing up with computer software and technology, so they can relate to an online program,” recalled Mr. Yazvac. “i-Ready makes learning particularly fun.”

“The reports are phenomenal.”
Library media specialist Kristen Snyder found i-Ready reports were an essential part of their success. “They go in to great detail, not only saying what a child needs improvement in, but providing suggestions for teachers and parents on how to help,” said Ms. Snyder.

i-Ready reports became another tool to show parents the progress their children were making. Another benefit, Mr. Yazvac explained, was the reports “did not leave a lot of room for uncertainty because they spell everything out.”

Both administrators and teachers at Springfield Elementary were impressed with the user-friendly reports that made data collection and instructional planning easy. But it wasn’t just data. “I love the extra lessons you can put on if students are having difficulty on a particular skill,” said Ms. Snyder.

“It was easy to go from the test straight to the lessons.”
i-Ready was used as part of a learning center at Springfield Elementary. There was an average of 15 weeks between tests where students worked through lessons and practice that not only kept them on task and challenged, but made learning fun. Because the assessments and instruction are in one system, there’s consistency between tests and lessons.

“When students see similarities like this, there’s less of a learning curve moving from assessment to instruction,” commented Mr. Yazvac. Ms. Snyder found that this made i-Ready “easy and user friendly.”

“We get so much from it.”
i-Ready achieved all of Springfield Elementary’s goals. Mr. Yazvac has been so pleased with the program that he’s recommended it to many of his colleagues because of its ease of use, student engagement, the reports, the connection to standards, and the results they’ve seen.

In addition, Mr. Yazvac and his team felt the support was outstanding. “The i-Ready support team is very patient, addressing our concerns and taking our suggestions.”

“There are many principals looking to improve student achievement and i-Ready makes it very easy,” said Mr. Yazvac.
Correlation of Common Core State Standards for English Language Arts to the i-Ready Diagnostic Reading Skills

This chart shows how the Common Core Standards align to all the tested skills in *i-Ready Diagnostic.*

### Kindergarten

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.K.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</td>
<td>• With support, demonstrate understanding of key ideas and details read aloud or shown in pictures in literary and informational text, including details that are not directly stated.</td>
</tr>
<tr>
<td>LA.K.RL.K.2 With prompting and support, retell familiar stories, including key details.</td>
<td>• With support, identify and describe the setting and the plot, including the beginning, middle, and end, of literary text read aloud.*</td>
</tr>
<tr>
<td>LA.K.RL.K.3 With prompting and support, identify characters . . . in a story.</td>
<td>• With support, identify and describe characters in literary text read aloud.</td>
</tr>
<tr>
<td>LA.K.RL.K.3 With prompting and support, identify . . . settings and major events in a story.</td>
<td>• With support, identify and describe the setting and the plot, including the beginning, middle, and end, of literary text read aloud.</td>
</tr>
<tr>
<td>LA.K.RL.K.4 Ask and answer questions about unknown words in a text.</td>
<td>• Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
</tr>
<tr>
<td></td>
<td>• With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary and informational text read aloud. Identify words or phrases that suggest feelings or appeal to the senses.*</td>
</tr>
<tr>
<td>LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</td>
<td>• With support, recognize common types of literary and informational texts. Predict the topic of a book by looking at the front cover.*</td>
</tr>
</tbody>
</table>

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Kindergarten (continued)**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.K.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>• With support, demonstrate understanding of key ideas and details read aloud or shown in pictures in literary and informational text, including details that are not directly stated.*</td>
</tr>
</tbody>
</table>
| LA.K.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | • With support, connect individuals, ideas, events, or facts in literary and informational text read aloud.*  
• With support, identify and describe characters in literary text read aloud.* |
| LA.K.RI.K.1 With prompting and support … answer questions about key details in a text. | • With support, retell key details of informational text read aloud. |
| LA.K.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. | • With support, demonstrate understanding of key ideas and details read aloud or shown in pictures in literary and informational text, including details that are not directly stated.  
• With support, identify the main topic and retell key details of informational text read aloud. |
| LA.K.RI.K.2 With prompting and support … retell key details of a text. | • With support, retell key details of informational text read aloud. |
| LA.K.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | • With support, connect individuals, ideas, events, or facts in literary and informational text read aloud.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Kindergarten (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
</table>
| LA.K.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. | • Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary and informational text read aloud. Identify words or phrases that suggest feelings or appeal to the senses.* |
| LA.K.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | • With support, demonstrate understanding of key ideas and details read aloud or shown in pictures in literary and informational text, including details that are not directly stated.* |
| LA.K.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | • With support, connect individuals, ideas, events, or facts in literary and informational text read aloud.* |
| LA.K.RF.K.1.d Recognize and name all ... lowercase letters of the alphabet. | • Recognize and name all lowercase letters of the alphabet. |
| LA.K.RF.K.1.d Recognize and name all uppercase letters of the alphabet. | • Recognize and name all uppercase letters of the alphabet. |
| LA.K.RF.K.2.a Recognize ... rhyming words. | • Identify and match rhyming words. |
| LA.K.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. | • Count and blend syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.* |
| LA.K.RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. | • Count and blend syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Kindergarten (continued)

<table>
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<tr>
<th>CC</th>
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<tr>
<td>LA.K.RF.K.2.d</td>
<td>Isolate the initial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</td>
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</tr>
<tr>
<td>LA.K.RF.K.2.e</td>
<td>Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
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</tr>
<tr>
<td>LA.K.RF.K.3.a</td>
<td>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</td>
<td>Match consonant sounds to letters in isolation: v, j, w, x, k, z, ck.*</td>
</tr>
<tr>
<td>LA.K.RF.K.3.b</td>
<td>Associate the long ... sounds with common spellings (graphemes) for the five major vowels.</td>
<td>Recognize the long vowel sound within one-syllable words.</td>
</tr>
</tbody>
</table>

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards to Reading Skills (continued)

### Kindergarten (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
</table>
| LA.K.RF.K.3.b Associate the . . . short sounds with common spellings (graphemes) for the five major vowels. | • Match short vowel sound to individual letters in isolation: a, e, i, o, u.  
• Match spoken and written simple VC and CVC words with short e or short u. |
| LA.K.RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | • Match spoken and written simple VC and CVC words with short i, short o, or short a.* |
| LA.K.RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | • Read high-frequency words such as the following: like, yes, run, am, help, make, come, on, blue, red, jump, not, my, me, big, can, see, up, look, is, go, we, you, it, in, said, for, the, to, and, a, l.* |
| LA.K.L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | • Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* |
| LA.K.L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | • Use context as a clue. Understand and use meaningful word parts: prefixes (pre-, un-, re-), suffixes (-ful, -less), inflectional endings (-s, -es, -ed, -ing), and base or root words. Identify compound words.* |
| LA.K.L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | • Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* |
| LA.K.L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | • Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* |
| LA.K.L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). | • Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Kindergarten (continued)**

<table>
<thead>
<tr>
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</thead>
</table>
| LA.K.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | • Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary and informational text read aloud. Identify words or phrases that suggest feelings or appeal to the senses*  
• Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 1**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
</table>
| LA.1.RL.1.1 Ask and answer questions about key details in a text. | • Answer questions to demonstrate understanding of key ideas and details in Level 1 literary and informational text.*  
• Answer questions about key ideas and details that are not explicitly stated in Level 1 literary and informational text.*  
• Connect individuals, ideas, events, or facts in Level 1 literary and informational text.*  
• Identify plot, events, and setting in Level 1 literary text.*  
• Describe plot, events, and setting in Level 1 literary text.* |
| LA.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | • Answer questions to demonstrate understanding of key ideas and details in Level 1 literary and informational text.*  
• Answer questions about key ideas and details that are not explicitly stated in Level 1 literary and informational text.* |
| LA.1.RL.1.3 Describe characters, settings, and major events in a story, using key details. | • Identify and describe the characters, plot, and setting of Level 2 literary text.  
• Identify plot, events, and setting in Level 1 literary text.  
• Describe plot, events, and setting in Level 1 literary text.  
• Identify and describe characters in Level 1 literary text. |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 1 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.1.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td>• Understand the meaning of words and phrases in Level 1 literary and informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*</td>
</tr>
<tr>
<td>LA.1.RL.1.7 Use illustrations and details in a story to describe its characters . . .</td>
<td>• Identify and describe characters in Level 1 literary text.</td>
</tr>
<tr>
<td>LA.1.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</td>
<td>• Connect individuals, ideas, events, or facts in Level 1 literary and informational text.*</td>
</tr>
<tr>
<td>• Identify and describe characters in Level 1 literary text.*</td>
<td></td>
</tr>
<tr>
<td>LA.1.RI.1.1 Ask and answer questions about key details in a text.</td>
<td>• Answer questions to demonstrate understanding of key ideas and details in Level 1 literary and informational text.*</td>
</tr>
<tr>
<td>• Answer questions about key ideas and details that are not explicitly stated in Level 1 literary and informational text.*</td>
<td></td>
</tr>
<tr>
<td>• Retell key details in information text.</td>
<td></td>
</tr>
<tr>
<td>LA.1.RI.1.2 Identify the main topic and retell key details of a text.</td>
<td>• Categorize and classify information. Connect individuals, ideas, events, or facts in Level 1 informational text.*</td>
</tr>
<tr>
<td>• Connect individuals, ideas, events, or facts in Level 1 literary and informational text.*</td>
<td></td>
</tr>
<tr>
<td>LA.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>• Retell key details in information text.</td>
</tr>
</tbody>
</table>
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 1 (continued)**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</thead>
<tbody>
<tr>
<td>LA.1.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>• Understand the meaning of words and phrases in Level 1 literary and informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.</td>
</tr>
</tbody>
</table>
| LA.1.RI.1.7 Use the illustrations and details in a text to describe its key ideas. | • Answer questions to demonstrate understanding of key ideas and details in Level 1 literary and informational text.*  
• Answer questions about key ideas and details that are not explicitly stated in Level 1 literary and informational text.* |
| LA.1.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | • Connect individuals, ideas, events, or facts in Level 1 literary and informational text.* |
| LA.1.RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | • Blend sounds (phonemes), including consonant blends, to identify spoken single-syllable words. |
| LA.1.RF.1.2.c Isolate . . . initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | • Isolate initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| LA.1.RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
• Isolate initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 1 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
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</table>
| LA.1.RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs. | • Match spoken and written sounds of consonant digraphs (th, sh, ch, wh, ck) to letters in isolation.  
• Match spoken and written consonant digraphs (th, sh, ch, ck, ng, nk) at the end of a word.  
• Match spoken and written consonant digraphs (th, sh, ch, wh) at the beginning of a word. |
| LA.1.RF.1.3.b Decode regularly spelled one-syllable words. | • Match spoken and written CVCC words beginning with an initial stop sound and ending with a consonant blend, such as past or bent.*  
• Match spoken and written VCC words and CVCC words beginning with an initial continuous sound and ending with either a stop or a continuous sound, such as end, its, sack, or fill.*  
• Match spoken and written words beginning with two- or three-letter s-blends: CCVCC (snack), CCCVC (sprig), and CCCVCC (stress).*  
• Match spoken and written CVC words and CCVC words beginning with l-blends and r-blends.*  
• Match spoken and written words with r-controlled vowels (ar, er, ir, or, ur).*  
• Match spoken and written simple VC and CVC words with short i, short o, or short a.*  
• Match spoken and written simple VC and CVC words with short e or short u.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 1 (continued)**

<table>
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<tr>
<td><strong>LA.1.RF.1.3.b</strong> Decode regularly spelled one-syllable words. (continued)</td>
<td>- Match spoken and written simple VC and CVC words beginning with an initial continuous sound and ending with either a stop or a continuous sound, such as it, an, mop, or fun.*</td>
</tr>
</tbody>
</table>
| **LA.1.RF.1.3.c** Know final -e ... conventions for representing long vowel sounds. | - Match spoken and written words with final e.  
- Recognize the long vowel sound within one-syllable words. |
| **LA.1.RF.1.3.c** Know ... common vowel team conventions for representing long vowel sounds. | - Match spoken and written words with long vowel digraphs: ai, ay, ee, ea, igh, oa, ow (grow), ew (few). |
| **LA.1.RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | - Determine the syllable boundaries of two-syllable words.*  
- Count syllables in one-syllable and two-syllable words.* |
| **LA.1.RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. | - Determine the syllable boundaries of two-syllable words.*  
- Match spoken and written two-syllable words following basic patterns.*  
- Count syllables in one-syllable and two-syllable words.*  
- Divide common compound words into separate base words.* |
| **LA.1.RF.1.3.f** Read words with inflectional endings. | - Match spoken and written words with common inflectional endings, such as -s, -es, -ed, -ing, that don’t include spelling changes.*  
- Match spoken and written words with common inflectional endings, such as -es, -ies, -ed, -ing, that include spelling changes.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 1 (continued)**

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<tr>
<th><strong>Common Core State Standards for English Language Arts</strong></th>
<th><strong>Aligned Skills</strong></th>
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</table>
| LA.1.L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | • Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Use context as a clue. Understand and use meaningful word parts: prefixes (pre-, un-, re-), suffixes (-ful, -less), inflectional endings (-s, -es, -ed, -ing), and base or root words. Identify compound words.*  
• Understand the meaning of words and phrases in Level 1 literary and informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.* |
| LA.1.L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word. | • Use context as a clue. Understand and use meaningful word parts: prefixes (pre-, un-, re-), suffixes (-ful, -less), inflectional endings (-s, -es, -ed, -ing), and base or root words. Identify compound words.* |
| LA.1.L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | • Use context as a clue. Understand and use meaningful word parts: prefixes (pre-, un-, re-), suffixes (-ful, -less), inflectional endings (-s, -es, -ed, -ing), and base or root words. Identify compound words.* |
| LA.1.L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | • Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words.* |
| LA.1.L.1.5.b 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). | • Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 1 (continued)

<table>
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<tbody>
<tr>
<td>LA.1.L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</td>
<td>• Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words.*</td>
</tr>
</tbody>
</table>
| LA.1.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). | • Understand the meaning of words and phrases in Level 1 literary and informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*  
• Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 2

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
</table>
| LA.2.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | • Demonstrate understanding of key ideas and details in Level 2 literary and informational text.  
• Answer questions about key ideas and details that are not explicitly stated in Level 2 literary and informational text.* |
| LA.2.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | • Retell stories and determine the message, lesson, or moral of Level 2 literary text. |
| LA.2.RL.2.2 Recount stories ... and determine their central message, lesson, or moral. | • Retell stories and determine the message, lesson, or moral of Level 2 literary text. |
| LA.2.RL.2.3 Describe how characters in a story respond to major events and challenges. | • Identify and describe the characters, plot, and setting of Level 2 literary text.* |
| LA.2.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. | • Identify an author’s use of figurative language or other literary devices such as rhyme in Level 3 literary text. Identify how an author’s words suggest feelings or create mood.*  
• Identify an author’s use of descriptive language or other literary devices such as rhyme or alliteration in Level 2 literary text.* |
| LA.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | • Identify and describe the characters, plot, and setting of Level 2 literary text.* |
| LA.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | • Identify the point of view of the narrator or the characters in Level 2 literary text. Identify the author’s point of view or purpose in Level 2 informational text.* |

*This skill is related to the aligned standard.
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 2 (continued)**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>LA.2.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.</td>
<td>• Identify and describe the characters, plot, and setting of Level 2 literary text.</td>
</tr>
</tbody>
</table>
| LA.2.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. | • Identify and describe the characters, plot, and setting of Level 2 literary text.*  
• Compare and contrast the most important points presented by two Level 2 literary texts or two informational texts on the same topic.* |
| LA.2.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | • Demonstrate understanding of key ideas and details in Level 2 literary and informational text.  
• Answer questions about key ideas and details that are not explicitly stated in Level 2 literary and informational text.* |
| LA.2.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | • Identify the main idea and supporting details of a Level 2 informational text.  
Retell main idea and supporting details.* |
| LA.2.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | • Sequence events and identify cause-and-effect relationships in Level 2 informational text. |
| LA.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | • Understand the meaning of words and phrases in Level 2 literary and informational text, including academic and/or domain specific words.  
• Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts. |

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<tr>
<td>LA.2.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.</td>
<td>• Use text features in Level 2 informational text to locate information efficiently. Describe the connection between particular sentences and paragraphs in a text.*</td>
</tr>
<tr>
<td>LA.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
<td>• Identify the point of view of the narrator or the characters in Level 2 literary text. Identify the author's point of view or purpose in Level 2 informational text.*</td>
</tr>
<tr>
<td>LA.2.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</td>
<td>• Identify the main idea and supporting details of a Level 2 informational text. Retell main idea and supporting details.* • Compare and contrast the most important points presented by two Level 2 literary texts or two informational texts on the same topic.*</td>
</tr>
<tr>
<td>LA.2.RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
<td>• Match spoken and written regularly spelled one-syllable words with final e.*</td>
</tr>
<tr>
<td>LA.2.RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</td>
<td>• Match spoken and written words with digraphs and diphthongs: oo (moon), ew (blew), oo (foot), ou (out), ou (young), ow (cow), oy (boy), oi (oil), ie (field), aw (law), au (author).* • Match spoken and written regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables.*</td>
</tr>
<tr>
<td>LA.2.RF.2.3.c Decode regularly spelled two-syllable words with long vowels.</td>
<td>• Match spoken and written regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables.*</td>
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</tbody>
</table>

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 2 (continued)

<table>
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<tr>
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</table>
| LA.2.RF.2.3.d Decode words with common prefixes and suffixes. | • Recognize multisyllabic words with common prefixes and suffixes.  
• Recognize two-syllable words with common prefixes and suffixes.* |
| LA.2.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. | • Read high-frequency words, including common irregularly spelled words, such as the following: through, keep, pull, both, which, also, until, gave, buy, those, use, down, began, such, way, most, best, upon, these, sing, wish.*  
• Read high-frequency words, including common irregularly spelled words, such as the following: while, each, seem, tree, could, does, goes, write, made, would, very, yours, around, year, left, house, away, don’t, right, green, their, call, sure, thing, near, high, yellow.*  
• Read high-frequency words, including common irregularly spelled words, such as the following: pair, cold, work, first, should, every, many, once, name, open, live, soon, under.*  
• Read high-frequency words, including common irregularly spelled words, such as the following: going, walk, again, small, why, always, because, same, part, mother, school, morning, color, sleep, five, before, been.* |

*This skill is related to the aligned standard.*
### Common Core State Standards for English Language Arts

<table>
<thead>
<tr>
<th>Standard</th>
<th>Aligned Skills</th>
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</table>
| LA.2.L.2.4.a | • Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Understand the meaning of words and phrases in Level 2 literary and informational text, including academic and/or domain specific words. |
| LA.2.L.2.4.b | • Understand and use meaningful word parts: prefixes (un-, re-, pre-), suffixes (-ful, -less), and base or root words. Identify compound words.* |
| LA.2.L.2.4.c | • Understand and use meaningful word parts: prefixes (un-, re-, pre-), suffixes (-ful, -less), and base or root words. Identify compound words.* |
| LA.2.L.2.4.d | • Understand and use meaningful word parts: prefixes (un-, re-, pre-), suffixes (-ful, -less), and base or root words. Identify compound words.* |
| LA.2.L.2.5.b | • Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* |
| LA.2.L.2.6 | • Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, and literary devices such as rhyme.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 3**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
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</thead>
<tbody>
<tr>
<td>LA.3.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>• Answer questions to demonstrate understanding of key ideas and details in Level 3 literary and informational text, referring explicitly to the text.*</td>
</tr>
<tr>
<td>LA.3.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.</td>
<td>• Retell stories and poems, and determine the message, lesson, or moral of Level 3 literary text. Identify and describe the plot and the setting.*</td>
</tr>
<tr>
<td>LA.3.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.</td>
<td>• Identify or infer a character’s traits in Level 3 literary text, based on speech, actions, thoughts, and/or feelings.* • Identify and explain sequence of events in Level 3 literary text.*</td>
</tr>
<tr>
<td>LA.3.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>• Understand the meaning of words and phrases in Level 3 literary and informational text, including academic and/or domain specific words.* • Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.</td>
</tr>
<tr>
<td>LA.3.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.</td>
<td>• Refer to parts of stories, dramas, and poems. Use text features to locate information efficiently. Describe the logical connection between particular sentences and paragraphs in a Level 3 text.</td>
</tr>
<tr>
<td>LA.3.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>• Identify the point of view of the narrator or the characters in Level 3 literary text. Identify the author’s point of view, purpose, or opinions in Level 3 informational text.*</td>
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</table>

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 3 (continued)**

<table>
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</table>
| LA.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | • Identify and explain sequence of events in Level 3 literary text.*  
• Identify or infer a character’s traits in Level 3 literary text, based on speech, actions, thoughts, and/or feelings.*  
• Retell stories and poems, and determine the message, lesson, or moral of Level 3 literary text. Identify and describe the plot and the setting. |
| LA.3.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Answer questions to demonstrate understanding of key ideas and details in Level 3 literary and informational text, referring explicitly to the text.* |
| LA.3.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | • Identify the main idea of a Level 3 informational text and analyze its relationship to supporting details. Identify the underlying message. Retell main idea and key details. |
| LA.3.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. | • Explain the relationship between events, steps, or ideas in Level 3 informational text. Identify text structures such as sequence of events and cause-and-effect relationships.* |
| LA.3.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. | • Understand the meaning of words and phrases in Level 3 literary and informational text, including academic and/or domain specific words.  
• Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts. |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards to Reading Skills (continued)

### Grade 3 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</table>
| LA.3.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | • Identify the main idea of a Level 4 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details. Use text features.*  
• Refer to parts of stories, dramas, and poems. Use text features to locate information efficiently. Describe the logical connection between particular sentences and paragraphs in a Level 3 text.* |
| LA.3.RI.3.6 Distinguish their own point of view from that of the author of a text. | • Identify the point of view of the narrator or the characters in Level 3 literary text. Identify the author's point of view, purpose, or opinions in Level 3 informational text.* |
| LA.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | • Identify the main idea of a Level 4 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details. Use text features.* |
| LA.3.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). | • Explain the relationship between events, steps, or ideas in Level 3 informational text. Identify text structures such as sequence of events and cause-and-effect relationships.*  
• Refer to parts of stories, dramas, and poems. Use text features to locate information efficiently. Describe the logical connection between particular sentences and paragraphs in a Level 3 text.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 3 (continued)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>• Identify the main idea of a Level 3 informational text and analyze its relationship to supporting details. Identify the underlying message. Retell main idea and key details.*</td>
</tr>
<tr>
<td>LA.3.RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>• Identify and know the meaning of the most common prefixes (in-, dis-, mis-, non-, pre-, re-, un-) and derivational suffixes (-y, -ly, -ily, -er, -est, -ness, -ful, -less).</td>
</tr>
</tbody>
</table>
| LA.3.RF.3.3.b Decode words with common Latin suffixes. | • Identify and know the meaning of the most common prefixes (in-, dis-, mis-, non-, pre-, re-, un-) and derivational suffixes (-y, -ly, -ily, -er, -est, -ness, -ful, -less).*  
  • Use prefixes and suffixes. Recognize multisyllabic words with common prefixes and suffixes. |

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</table>
| LA.3.RF.3.3.c Decode multisyllable words.           | • Identify syllable boundaries of a word based on prefixes, suffixes, base words, and/or root words.*  
|                                                      | • Match spoken and written multisyllabic words with schwa + l or schwa + n sounds.*  
|                                                      | • Distinguish vowel pairs (thief vs. science) in order to match spoken and written multisyllabic words with a VV pattern.*  
|                                                      | • Match spoken and written multisyllabic words with difficult vowel + /r/ sounds.*  
|                                                      | • Match spoken and written four- or five-syllable words.*  
|                                                      | • Distinguish open and closed syllables in words such as reason or believe.*  
|                                                      | • Match spoken and written three- or four-syllable words. |
| LA.3.RF.3.3.d Read grade-appropriate irregularly spelled words. | • Read high-frequency words, including common irregularly spelled words, such as the following: yesterday, eyes, door, clothes, though, laugh, second, water, town, food, draw, clean, grow, together, shall, didn’t, dress, anything, close, turn, bring, drink, only, better, hold.*  
|                                                      | • Read high-frequency words, including common irregularly spelled words, such as the following: never, seven, eight, today, myself, warm, full, done, light, pick, along, fine, fire, order, about, hurt, cut, kind, fall, carry, try, start, ten, letter, face, found, woman, sister, own, slow, long.* |

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</table>
| LA.3.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | • Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Understand the meaning of words and phrases in Level 3 literary and informational text, including academic and/or domain specific words.  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* |
| LA.3.L.3.4.b 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). | • Use common, grade-appropriate prefixes (in-, dis-, mis-, non-), suffixes (-y, -ly, -ily, -er, -est, -ness), and root or base words to determine the meaning of words and phrases.* |
| LA.3.L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | • Use common, grade-appropriate prefixes (in-, dis-, mis-, non-), suffixes (-y, -ly, -ily, -er, -est, -ness), and root or base words to determine the meaning of words and phrases.* |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards to Reading Skills (continued)

### Grade 3 (continued)

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</table>
| LA.3.L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | • Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Understand the meaning of words and phrases in Level 3 literary and informational text, including academic and/or domain specific words.*  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* |
| LA.3.L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | • Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* |
| LA.3.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). | • Understand the meaning of words and phrases in Level 3 literary and informational text, including academic and/or domain specific words.*  
• Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 4**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.4.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.</td>
<td>• Draw conclusions or make inferences in Level 4 literary and informational text. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>LA.4.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>• Summarize a story, a poem, or other Level 4 literary text. Identify and analyze the theme or central idea.</td>
</tr>
<tr>
<td>LA.4.RL.4.3 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).</td>
<td>• Identify and evaluate structural elements of the plot in a Level 4 literary text. • Describe how a plot unfolds and how the characters respond or change in Level 4 literary text.</td>
</tr>
<tr>
<td>LA.4.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td>• Understand the meaning of words and phrases in Level 4 literary and informational text, including academic and/or domain specific words.* • Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
</tr>
<tr>
<td>LA.4.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.</td>
<td>• Identify and evaluate structural elements of the plot in a Level 4 literary text.*</td>
</tr>
<tr>
<td>LA.4.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.</td>
<td>• Draw conclusions or make inferences in Level 4 literary and informational text. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
</tbody>
</table>

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**Correlation of Common Core State Standards to Reading Skills (continued)**

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<tbody>
<tr>
<td>LA.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>• Identify the main idea of a Level 4 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details. Use text features.</td>
</tr>
<tr>
<td>LA.4.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.</td>
<td>• Explain the relationships or interactions between events, steps, ideas, or paragraphs in Level 5 informational text.</td>
</tr>
<tr>
<td>LA.4.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.</td>
<td>• Understand the meaning of words and phrases in Level 4 literary and informational text, including academic and/or domain specific words.</td>
</tr>
<tr>
<td>LA.4.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.</td>
<td>• Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.</td>
</tr>
<tr>
<td>LA.4.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.</td>
<td>• Explain the relationships or interactions between events, steps, ideas, or paragraphs in Level 5 informational text.*</td>
</tr>
</tbody>
</table>

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### Correlation of Common Core State Standards to Reading Skills (continued)

**Grade 4 (continued)**

<table>
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<tr>
<td>LA.4.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.</td>
<td>• Identify the main idea of a Level 4 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details. Use text features.*</td>
</tr>
<tr>
<td>LA.4.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>• Identify the main idea of a Level 4 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details. Use text features.*</td>
</tr>
<tr>
<td>LA.4.RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
<td>• Match spoken and written multisyllabic words with schwa + l or schwa + n sounds.* • Distinguish vowel pairs (thief vs. science) in order to match spoken and written multisyllabic words with a VV pattern.* • Match spoken and written multisyllabic words with difficult vowel + /r/ sounds.* • Match spoken and written four- or five-syllable words.* • Distinguish open and closed syllables in words such as reason or believe.*</td>
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**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 4 (continued)**

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</table>
| LA.4.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | • Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Understand the meaning of words and phrases in Level 4 literary and informational text, including academic and/or domain specific words.  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or alliteration.* |
| LA.4.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | • Use common, grade-appropriate prefixes (uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en-, em-), suffixes (-er/-or, -ent, -ion, -tion, -ation, -ist, -ment), and root or base words to determine the meaning of words and phrases. |
| LA.4.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | • Recognize synonyms and antonyms.  
• Identify or interpret an author’s use of figurative language, including metaphors and similes, as well as literary devices such as alliteration in Level 4 literary text.  
• Identify the mood or tone of literary text.* |
| LA.4.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. | • Recognize synonyms and antonyms.  
• Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or alliteration.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 4 (continued)

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<tbody>
<tr>
<td>LA.4.L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or alliteration.*</td>
</tr>
</tbody>
</table>
| LA.4.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). | • Understand the meaning of words and phrases in Level 4 literary and informational text, including academic and/or domain specific words.*  
• Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or alliteration.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 5**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.5.RL.5.1 Quote accurately from a text... when drawing inferences from the text.</td>
<td>• Draw conclusions or make inferences in Level 5 literary text.</td>
</tr>
<tr>
<td>LA.5.RL.5.2 Determine a theme of a story, drama, or poem from details in the text...; summarize the text.</td>
<td>• Summarize a story, a poem, or other Level 6 literary text. Identify and analyze the theme or central idea. • Summarize a story, a poem, or other Level 5 literary text. Identify and analyze the theme or central idea.</td>
</tr>
<tr>
<td>LA.5.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.</td>
<td>• Describe how a plot unfolds and how the characters respond or change in Level 5 literary text.*</td>
</tr>
<tr>
<td>LA.5.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).</td>
<td>• Describe how a plot unfolds and how the characters respond or change in Level 5 literary text.* • Identify and evaluate structural elements of the plot in Level 5 literary text.*</td>
</tr>
<tr>
<td>LA.5.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.</td>
<td>• Understand the meaning of words and phrases in Level 5 literary and informational text, including academic and/or domain specific words.* • Demonstrate knowledge of Level 5 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • Identify or interpret an author’s use of figurative language, including metaphors and similes, in Level 5 literary text. Identify the mood or tone of literary text.*</td>
</tr>
</tbody>
</table>

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

<table>
<thead>
<tr>
<th>Grade 5 (continued)</th>
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<tbody>
<tr>
<td><strong>CC</strong> Common Core State Standards for English Language Arts</td>
</tr>
<tr>
<td>LA.5.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. (continued)</td>
</tr>
<tr>
<td>LA.5.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
</tr>
<tr>
<td>LA.5.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
<tr>
<td>LA.5.RI.5.1 Quote accurately from a text . . . when drawing inferences from the text.</td>
</tr>
<tr>
<td>LA.5.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>LA.5.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.</td>
</tr>
<tr>
<td>LA.5.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.</td>
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**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 5 (continued)**

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</thead>
</table>
| LA.5.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. | • Explain the relationships or interactions between events, steps, ideas, or paragraphs in Level 5 informational text.*  
• Identify text structures for a Level 5 text as a whole and for individual paragraphs.* |
| LA.5.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | • Determine an author's point of view, purpose, or opinion in Level 5 informational text.* |
| LA.5.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. | • Identify the main idea of a Level 5 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.* |
| LA.5.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | • Identify the main idea of a Level 5 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.* |
| LA.5.RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | • Match spoken and written multisyllabic words with schwa + l or schwa + n sounds.*  
• Distinguish vowel pairs (thief vs. science) in order to match spoken and written multisyllabic words with a VV pattern.*  
• Match spoken and written multisyllabic words with difficult vowel + /r/ sounds.*  
• Match spoken and written four- or five-syllable words.*  
• Distinguish open and closed syllables in words such as reason or believe.* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

#### Grade 5 (continued)

<table>
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</thead>
</table>
| LA.5.L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | • Demonstrate knowledge of Level 5 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Understand the meaning of words and phrases in Level 5 literary and informational text, including academic and/or domain specific words.  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.* |
| LA.5.L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | • Use common, grade-appropriate prefixes (im-, inter-, com-, con-, fore-, mid-, post-, semi-), suffixes (-ity, -ty, -al, -ial, -ish, -en), and root or base words to determine the meaning of words and phrases. |
| LA.5.L.5.5.a Interpret figurative language, including similes and metaphors, in context. | • Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*  
• Identify or interpret an author’s use of figurative language, including metaphors and similes, in Level 5 literary text. Identify the mood or tone of literary text.* |
| LA.5.L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. | • Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 5 (continued)**

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<tbody>
<tr>
<td>LA.5.L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*</td>
</tr>
</tbody>
</table>
| LA.5.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). | • Understand the meaning of words and phrases in Level 5 literary and informational text, including academic and/or domain specific words.*  
• Demonstrate knowledge of Level 5 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 6**

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<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.6.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• Draw conclusions or make inferences in Level 6 literary and informational text.*</td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Summarize a story, a poem, or other Level 6 literary text. Identify and analyze the theme or central idea.</td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Identify and evaluate structural elements of the plot in Level 6 literary text. Describe how a plot unfolds and how the characters respond or change as the plot moves toward a resolution.</td>
</tr>
</tbody>
</table>
| LA.6.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. | • Understand the meaning of words and phrases in Level 6 literary and informational text, including academic and/or domain specific words.*
• Demonstrate knowledge of Level 6 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
• Identify or interpret an author's use of figurative language and/or literary devices in Level 6 literary text. Identify the mood or tone of literary text.* |
| LA.6.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. | • Identify and evaluate structural elements of the plot in Level 6 literary text. Describe how a plot unfolds and how the characters respond or change as the plot moves toward a resolution.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 6 (continued)

<table>
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<tbody>
<tr>
<td>LA.6.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
<td>• Identify and evaluate structural elements of the plot in Level 6 literary text. Describe how a plot unfolds and how the characters respond or change as the plot moves toward a resolution.*</td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Identify and evaluate structural elements of the plot in Level 6 literary text. Describe how a plot unfolds and how the characters respond or change as the plot moves toward a resolution.*</td>
</tr>
<tr>
<td>LA.6.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• Draw conclusions or make inferences in Level 6 literary and informational text.*</td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Identify the main idea of a Level 6 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.</td>
</tr>
<tr>
<td>LA.6.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).</td>
<td>• Identify the main idea of a Level 6 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.*</td>
</tr>
<tr>
<td>LA.6.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>• Understand the meaning of words and phrases in Level 6 literary and informational text, including academic and/or domain specific words.* • Demonstrate knowledge of Level 6 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
</tr>
</tbody>
</table>

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

Grade 6 (continued)

<table>
<thead>
<tr>
<th><strong>Common Core State Standards for English Language Arts</strong></th>
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</thead>
<tbody>
<tr>
<td>LA.6.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.</td>
<td>• Interpret how a Level 7 informational text makes connections among and distinctions between individuals, ideas, or events.*</td>
</tr>
<tr>
<td>LA.6.RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
<td>• Determine an author’s point of view, purpose, or opinion in Level 7 informational text. Assess the accuracy of the author’s evidence to support claims and assertions.*</td>
</tr>
<tr>
<td>• Determine an author’s point of view, purpose, or opinion in Level 6 literary and informational text.*</td>
<td></td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Identify the main idea of a Level 6 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.*</td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Determine an author’s point of view, purpose, or opinion in Level 7 informational text. Assess the accuracy of the author’s evidence to support claims and assertions.*</td>
</tr>
<tr>
<td>LA.6.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).</td>
<td>• Determine an author’s point of view, purpose, or opinion in Level 7 informational text. Assess the accuracy of the author’s evidence to support claims and assertions.*</td>
</tr>
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*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards to Reading Skills (continued)

**Grade 6 (continued)**

<table>
<thead>
<tr>
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</tr>
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</table>
| **LA.6.L.6.4.a** 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. | • Demonstrate knowledge of Level 6 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.  
• Understand the meaning of words and phrases in Level 6 literary and informational text, including academic and/or domain specific words. |
| **LA.6.L.6.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | • Use common, grade-appropriate prefixes (pro-, hyper-), suffixes (-logy, -ic, -ive, -ative, -itive, -ance, -ence), and root or base words to determine the meaning of words and phrases. |
| **LA.6.L.6.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .). | • Demonstrate knowledge of Level 6 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Understand the meaning of words and phrases in Level 6 literary and informational text, including academic and/or domain specific words. |
| **LA.6.L.6.5.a** Interpret figures of speech (e.g., personification) in context. | • Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*  
• Identify or interpret an author’s use of figurative language and/or literary devices in Level 6 literary text. Identify the mood or tone of literary text.* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

#### Grade 6 (continued)

<table>
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<tbody>
<tr>
<td>LA.6.L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
<td>• Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*</td>
</tr>
<tr>
<td>LA.6.L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
<td>• Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*</td>
</tr>
</tbody>
</table>
| LA.6.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. | • Understand the meaning of words and phrases in Level 6 literary and informational text, including academic and/or domain specific words.*  
• Demonstrate knowledge of Level 6 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

#### Grade 7

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.7.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• Draw conclusions or make inferences in Level 7 literary and informational text.*</td>
</tr>
<tr>
<td>LA.7.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td>
<td>• Summarize a story, a poem, or other Level 7 literary text. Identify and analyze the theme or central idea.</td>
</tr>
<tr>
<td>LA.7.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td>• Analyze characterization in Level 7 literary text through the narrator’s description and/or the thoughts, words, and actions of other characters.*</td>
</tr>
<tr>
<td>LA.7.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.</td>
<td>• Identify or interpret an author’s use of figurative language and/or literary devices in Level 7 literary text. Identify the mood or tone of literary text.*</td>
</tr>
<tr>
<td></td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
</tr>
<tr>
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<td>• Understand the meaning of words and phrases in Level 7 literary and informational text, including academic and/or domain specific words.*</td>
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<td>• Demonstrate knowledge of Level 7 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
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**Correlation of Common Core State Standards to Reading Skills (continued)**

**Grade 7 (continued)**

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<tbody>
<tr>
<td>LA.7.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>• Analyze characterization in Level 7 literary text through the narrator’s description and/or the thoughts, words, and actions of other characters.*</td>
</tr>
<tr>
<td>LA.7.RL.7.9 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.</td>
<td>• Analyze characterization in Level 7 literary text through the narrator’s description and/or the thoughts, words, and actions of other characters.*</td>
</tr>
<tr>
<td>LA.7.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• Draw conclusions or make inferences in Level 7 literary and informational text.*</td>
</tr>
<tr>
<td>LA.7.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td>• Identify the main idea of a Level 7 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.*</td>
</tr>
<tr>
<td>LA.7.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).</td>
<td>• Interpret how a Level 7 informational text makes connections among and distinctions between individuals, ideas, or events.</td>
</tr>
<tr>
<td>LA.7.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.</td>
<td>• Understand the meaning of words and phrases in Level 7 literary and informational text, including academic and/or domain specific words.* • Demonstrate knowledge of Level 7 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
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*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

**Grade 7 (continued)**

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<tbody>
<tr>
<td>LA.7.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td>• Interpret how a Level 7 informational text makes connections among and distinctions between individuals, ideas, or events.*</td>
</tr>
<tr>
<td>LA.7.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
<td>• Determine an author’s point of view, purpose, or opinion in Level 7 informational text. Assess the accuracy of the author’s evidence to support claims and assertions.</td>
</tr>
<tr>
<td>LA.7.RI.7.8 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.</td>
<td>• Determine an author’s point of view, purpose, or opinion in Level 7 informational text. Assess the accuracy of the author’s evidence to support claims and assertions.*</td>
</tr>
<tr>
<td>LA.7.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</td>
<td>• Determine an author’s point of view, purpose, or opinion in Level 7 informational text. Assess the accuracy of the author’s evidence to support claims and assertions.*</td>
</tr>
<tr>
<td>LA.7.L.7.4.a 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.</td>
<td>• Demonstrate knowledge of Level 7 words used in literary texts, grade-appropriate content areas, and other academic contexts.</td>
</tr>
<tr>
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<td>• Understand the meaning of words and phrases in Level 7 literary and informational text, including academic and/or domain specific words.</td>
</tr>
<tr>
<td></td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
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### Correlation of Common Core State Standards to Reading Skills (continued)

#### Grade 7 (continued)

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<tbody>
<tr>
<td>LA.7.L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</td>
<td>• Use common, grade-appropriate prefixes (hydro-, ego-, multi-), suffixes (-hood, -ous, -eous, -ious, -ism, -dom), and root or base words to determine the meaning of words and phrases.</td>
</tr>
</tbody>
</table>
| LA.7.L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .). | • Demonstrate knowledge of Level 7 words used in literary texts, grade-appropriate content areas, and other academic contexts.  
• Understand the meaning of words and phrases in Level 7 literary and informational text, including academic and/or domain specific words. |
| LA.7.L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | • Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*  
• Identify or interpret an author’s use of figurative language and/or literary devices in Level 7 literary text. Identify the mood or tone of literary text.* |
| LA.7.L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | • Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* |
| LA.7.L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | • Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

#### Grade 7 (continued)

<table>
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</table>
| LA.7.L.7.6 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. | • Understand the meaning of words and phrases in Level 7 literary and informational text, including academic and/or domain specific words.*  
• Demonstrate knowledge of Level 7 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  
• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

**Grade 8**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.8.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.</td>
<td>• Draw conclusions or make inferences in Level 8 literary and informational text.*</td>
</tr>
<tr>
<td>LA.8.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.</td>
<td>• Summarize a story, a poem, or other Level 8 literary text. Identify and analyze the theme or central idea.</td>
</tr>
<tr>
<td>LA.8.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.</td>
<td>• Analyze characterization in Level 8 literary text through the narrator’s description and/or the thoughts, words, and actions of other characters. Identify and evaluate structural elements of the plot.*</td>
</tr>
<tr>
<td>LA.8.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>• Identify or interpret an author’s use of figurative language and/or literary devices in Level 8 text. Identify the mood or tone of literary text.</td>
</tr>
<tr>
<td></td>
<td>• Understand the meaning of words and phrases in Level 8 literary and informational text, including academic and/or domain specific words.*</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge of Level 8 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
</tr>
<tr>
<td>LA.8.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.</td>
<td>• Analyze characterization in Level 8 literary text through the narrator’s description and/or the thoughts, words, and actions of other characters. Identify and evaluate structural elements of the plot.*</td>
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</tbody>
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Correlation of Common Core State Standards to Reading Skills (continued)

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</thead>
</table>
| LA.8.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. | • Analyze characterization in Level 8 literary text through the narrator’s description and/or the thoughts, words, and actions of other characters. Identify and evaluate structural elements of the plot.*  
• Identify or interpret an author’s use of figurative language and/or literary devices in Level 8 text. Identify the mood or tone of literary text.* |
| LA.8.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. | • Summarize a story, a poem, or other Level 8 literary text. Identify and analyze the theme or central idea.* |
| LA.8.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. | • Draw conclusions or make inferences in Level 8 literary and informational text.* |
| LA.8.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. | • Identify the main idea of a Level 8 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details. |
| LA.8.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | • Interpret how a Level 8 informational text makes connections among and distinctions between individuals, ideas, or events. Identify and evaluate text structure.* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards to Reading Skills (continued)

#### Grade 8 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.8.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | • Understand the meaning of words and phrases in Level 8 literary and informational text, including academic and/or domain specific words.*  
• Demonstrate knowledge of Level 8 words used in literary texts, grade-appropriate content areas, and other academic contexts.* |
| LA.8.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. | • Identify the main idea of a Level 8 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.* |
| LA.8.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. | • Determine an author’s point of view, purpose, or opinion in Level 8 literary and informational text. Assess the accuracy of the author’s evidence to support claims and assertions.* |
| LA.8.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. | • Identify the main idea of a Level 8 informational text and analyze its relationship to supporting details. Summarize main idea and supporting details.* |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards to Reading Skills (continued)

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<tbody>
<tr>
<td>LA.8.L.8.4.a 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.</td>
<td>• Demonstrate knowledge of Level 8 words used in literary texts, grade-appropriate content areas, and other academic contexts.</td>
</tr>
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<td></td>
<td>• Understand the meaning of words and phrases in Level 8 literary and informational text, including academic and/or domain specific words.</td>
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<tr>
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<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
</tr>
<tr>
<td>LA.8.L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</td>
<td>• Use common, grade-appropriate prefixes (auto-, anti-), suffixes (-cacy, -meter, -ible, -able), and root or base words to determine the meaning of words and phrases.</td>
</tr>
<tr>
<td>LA.8.L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .)</td>
<td>• Demonstrate knowledge of Level 8 words used in literary texts, grade-appropriate content areas, and other academic contexts.</td>
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<td>• Understand the meaning of words and phrases in Level 8 literary and informational text, including academic and/or domain specific words.</td>
</tr>
<tr>
<td>LA.8.L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
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<td>• Identify or interpret an author’s use of figurative language and/or literary devices in Level 8 text. Identify the mood or tone of literary text.*</td>
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## Correlation of Common Core State Standards to Reading Skills (continued)

### Grade 8 (continued)

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<tr>
<td>LA.8.L.8.5.b Use the relationship between particular words to better understand each of the words.</td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
</tr>
<tr>
<td>LA.8.L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
</tr>
<tr>
<td>LA.8.L.8.6 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.</td>
<td>• Demonstrate knowledge of Level 8 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</td>
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<td>• Understand the meaning of words and phrases in Level 8 literary and informational text, including academic and/or domain specific words.*</td>
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<td>• Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*</td>
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Correlation of Common Core State Standards for English Language Arts to i-Ready Diagnostic and Instruction Lessons

Kindergarten

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
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</table>
| LA.K.L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | • Primary Color Words*  
• Secondary Color Words*  
• Other Color Words*  
• Size Words*  
• More Size Words*  
• Direction Words*  
• Position Words*  
• More Position Words*  
• Words for Children*  
• Words for Family Members*  
• Days of the Week*  
• Words for Pets*  
• Words for Zoo Animals*  
• Words for Farm Animals*  
• Classroom Words: Activities*  
• Action Words for Play*  
• More Action Words for Play*  
• Action Words for Every Day*  
• Words for Seasons*  
• Classroom Words: Written Directions*  
• Classroom Words: Math*  
• Classroom Words: How Many and How Much*  
• Playground Words* |

*This skill is related to the aligned standard.
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

#### Kindergarten (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.K.L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (continued) | • Words for Forest Animals*  
• Firefighter Words*  
• Words for Winter Clothing*  
• Words for Vacation Places*  
• Dog Words*  
• More Dog Words*  
• Words for the Five Senses*  
• Words for City Places*  
• More Words for Places*  
• Words for People*  
• Words for Holidays*  
• More Words for Holidays*  
• Words for Time*  
• More Words for Animals*  
• Words for Musical Instruments*  
• Words for Compass Directions*  
• Words for Exercise* |
| LA.K.L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | • Categorizing Words |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

Kindergarten (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</thead>
</table>
| LA.K.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | • Primary Color Words  
• Secondary Color Words  
• Other Color Words  
• Size Words  
• More Size Words  
• Direction Words  
• Position Words  
• More Position Words  
• Words for Children  
• Words for Family Members  
• Days of the Week  
• Words for Pets  
• Words for Zoo Animals  
• Words for Farm Animals  
• Classroom Words: Activities  
• Action Words for Play  
• More Action Words for Play  
• Action Words for Every Day  
• Words for Seasons  
• Classroom Words: Written Directions  
• Classroom Words: Math |

*This skill is related to the aligned standard.*
### Kindergarten (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.K.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (continued) | • Classroom Words: How Many and How Much  
• Playground Words  
• Words for Forest Animals  
• Firefighter Words  
• Words for Winter Clothing  
• Words for Vacation Places  
• Dog Words  
• More Dog Words  
• Words for the Five Senses  
• Words for City Places  
• More Words for Places  
• Words for People  
• Words for Holidays  
• More Words for Holidays  
• Words for Time  
• More Words for Animals  
• Words for Musical Instruments  
• Words for Compass Directions  |
| LA.K.RF.K.1.d Recognize and name all lowercase letters of the alphabet. | • Lowercase Letters: a, b, c, d, e  
• Lowercase Letters: f, g, h, i, j  
• Lowercase Letters: k, l, m, n, o  
• Lowercase Letters: p, q, r, s, t  
• Lowercase Letters: u, v, w, x, y, z |
| LA.K.RF.K.2.a Recognize rhyming words. | • Rhyming One-Syllable Words  
• Rhyming Two-Syllable Words |

*This skill is related to the aligned standard.*
### Kindergarten (continued)

<table>
<thead>
<tr>
<th><strong>Common Core State Standards for English Language Arts</strong></th>
<th><strong>Aligned Lessons</strong></th>
</tr>
</thead>
</table>
| LA.K.RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. | • Isolate Beginning Sounds*  
• Isolate Beginning, Middle, and Ending Sounds* |
| LA.K.RF.K.2.d Isolate ... the initial ... sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | • Isolate Beginning Sounds  
• Recognize Same Beginning Sounds  
• Sort Words by Beginning Sounds |
| LA.K.RF.K.2.d Isolate ... the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | • Isolate Beginning, Middle, and Ending Sounds  
• Recognize Same Beginning, Middle, or Ending Sounds  
• Sort Words by Beginning, Middle, or Ending Sounds |
| LA.K.RF.K.2.e ... Substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | • Substitute Beginning Sounds  
• Substitute Beginning, Middle, or Ending Sounds |
| LA.K.RF.K.2.e Add ... individual sounds (phonemes) in simple, one-syllable words to make new words. | • Add Beginning Sounds to Words  
• Add Beginning or Ending Sounds to Words |
| LA.K.RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | • Delete Beginning Sounds from Words*  
• Delete Ending Sounds from Words* |
| LA.K.RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing ... many of the most frequent sound for each consonant. | • Consonant Sounds: Soft c and g |

*This skill is related to the aligned standard.*
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</thead>
</table>
| LA.K.RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary... sound for each consonant. | • Consonant Sounds: f, l, m, s  
• Consonant Sounds: b, c, d, g, h  
• Consonant Sounds: j, k, p, qu  
• Consonant Sounds: t, w, x, y  
• Consonant Sounds: r, n, v, z  
• Beginning Consonants: b and c  
• Beginning Consonants: r and n  
• Beginning Consonants: p and w  
• Beginning Consonants: d, h, and g  
• Beginning Consonants: j and k  
• Beginning Consonant t and Beginning Letters qu  
• Beginning Consonants: v and z  
• Beginning Consonant y and Ending Consonant x  
• Beginning Consonants: m and s  
• Beginning Consonants: f and l |
| LA.K.RF.K.3.b Associate the... short sounds with common spellings (graphemes) for the five major vowels. | • Short Vowel: a  
• Short Vowel: o  
• Short Vowel: i  
• Short Vowel: e  
• Short Vowel: u  
• Beginning Vowel: a  
• Beginning Vowel: i  
• Beginning Vowel: o  
• Beginning Vowel: e  
• Beginning Vowel: u |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

Kindergarten (continued)

<table>
<thead>
<tr>
<th>CC</th>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.K.RF.K.3.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | • High-Frequency Words: 1  
• High-Frequency Words: 2  
• High-Frequency Words: 3  
• High-Frequency Words: 4  
• High-Frequency Words: 5  
• High-Frequency Words: 6  
• High-Frequency Words: 7  
• High-Frequency Words: 8  
• High-Frequency Words: 9  
• High-Frequency Words: 10  
• High-Frequency Words: 11  
• High-Frequency Words: 12  
• High-Frequency Words: 13  
• High-Frequency Words: 14  
• High-Frequency Words: 15  
• High-Frequency Words: 16  
• High-Frequency Words: 17  
• High-Frequency Words: 18  
• High-Frequency Words: 19  
• High-Frequency Words: 20  
• High-Frequency Words: 21 |

| LA.K.RI.K.1 | With prompting and support, . . . answer questions about key details in a text. | • Review: Main Idea and Details  
• Find Causes  
• Find Effects  
• Main Idea and Details |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

Kindergarten (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.K.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. | • Review: Main Idea and Details  
• Main Idea and Details |
| LA.K.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | • Find Effects  
• Find Causes  
• Sequence |
| LA.K.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | • Sequence*  
• Review: Sequence*  
• More Review: Sequence* |
| LA.K.RL.K.1 With prompting and support, ... answer questions about key details in a text. | • Review: Main Idea and Details  
• Main Idea and Details  
• Story Characters and Setting  
• Story Problems  
• Story Solutions  
• Find Causes  
• Find Effects  
• Main Idea and Details  
• Story Characters, Setting, and Plot  
• Key Details |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Kindergarten (continued)**

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</thead>
</table>
| LA.K.RL.K.2 With prompting and support, retell familiar stories, including key details. | • Review: Main Idea and Details  
• Main Idea and Details  
• Story Characters and Setting  
• Story Problems  
• Story Solutions  
• Main Idea and Details  
• Story Characters, Setting, and Plot  
• Key Details |
| LA.K.RL.K.3 With prompting and support, ... major events in a story. | • Story Problems  
• Story Solutions |
| LA.K.RL.K.3 With prompting and support, identify characters [and] settings ... in a story. | • Story Characters and Setting |
| LA.K.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | • Story Characters, Setting, and Plot  
• Compare and Contrast Characters*  
• Compare and Contrast Stories* |
| LA.K.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). | • Identify Fact or Fiction in Pictures*  
• Identify Fact or Fiction in Text*  
• Identify Reality or Fantasy in Pictures*  
• Identify Reality or Fantasy in Text* |
| LA.K.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | • Find the Main Idea in Pictures*  
• Draw Conclusions About Pictures* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Kindergarten (continued)**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.K.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | • Compare and Contrast Characters  
• Compare and Contrast Stories  
• Story Characters and Setting*  
• Story Characters, Setting, and Plot* |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

### Grade 1

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.1.L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Building Word Knowledge: 11  
• Building Word Knowledge: 12  
• Multiple-Meaning Words  
• Building Word Knowledge: 13  
• Building Word Knowledge: 14  
• Building Word Knowledge: 15  
• Building Word Knowledge: 16  
• Building Word Knowledge: 17  
• Building Word Knowledge: 18  
• Building Word Knowledge: 19  
• Building Word Knowledge: 20 |
| LA.1.L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word. | • Prefixes and Suffixes |
| LA.1.L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | • Categorizing Words |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Grade 1 (continued)**

<table>
<thead>
<tr>
<th><strong>Common Core State Standards for English Language Arts</strong></th>
<th><strong>Aligned Lessons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.1.L.1.5.b 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).</td>
<td>• Categorizing Words</td>
</tr>
</tbody>
</table>
| LA.1.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts... | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Building Word Knowledge: 11  
• Building Word Knowledge: 12  
• Multiple-Meaning Words  
• Building Word Knowledge: 13  
• Building Word Knowledge: 14  
• Building Word Knowledge: 15  
• Building Word Knowledge: 16  
• Building Word Knowledge: 17  
• Building Word Knowledge: 18  
• Building Word Knowledge: 19  
• Building Word Knowledge: 20 |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

### Grade 1 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.1.RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | • Blend Three Sounds to Make Words*  
• Blend Four or Five Sounds to Make Words* |
| LA.1.RF.1.2.c Isolate . . . initial . . . sounds (phonemes) in spoken single-syllable words. | • Isolate Beginning Sounds  
• Recognize Same Beginning Sounds  
• Sort Words by Beginning Sounds |
| LA.1.RF.1.2.c Isolate . . . initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | • Isolate Beginning, Middle, and Ending Sounds  
• Recognize Same Beginning, Middle, or Ending Sounds  
• Sort Words by Beginning, Middle, or Ending Sounds |
| LA.1.RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | • Break Words into Two or Three Sounds  
• Break Words into Two to Four Sounds  
• Isolate Beginning, Middle, and Ending Sounds*  
• Isolate Beginning Sounds* |
| LA.1.RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs. | • Consonant Digraphs |
| LA.1.RF.1.3.b Decode regularly spelled one-syllable words. | • Using Letter, Sound, and Meaning Clues*  
• Tricky Word Strategy* |
| LA.1.RF.1.3.c Know . . . common vowel team conventions for representing long vowel sounds. | • Vowel Digraphs |
| LA.1.RF.1.3.c Know final -e . . . conventions for representing long vowel sounds. | • Silent e |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

Grade 1 (continued)

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</thead>
</table>
| LA.1.RF.1.3.g Recognize and read grade-appropriate irregularly spelled words. | • High-Frequency Words: 1  
• High-Frequency Words: 2  
• High-Frequency Words: 3  
• High-Frequency Words: 4  
• High-Frequency Words: 5  
• High-Frequency Words: 6  
• High-Frequency Words: 7  
• High-Frequency Words: 8  
• High-Frequency Words: 9  
• High-Frequency Words: 10  
• High-Frequency Words: 11  
• High-Frequency Words: 13*  
• High-Frequency Words: 14*  
• High-Frequency Words: 20*  
• High-Frequency Words: 21* |
| LA.1.RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • Using Sentence, Meaning, and Picture Clues  
• Tricky Word Strategy |
| LA.1.RI.1.1 ... Answer questions about key details in a text. | • Main Idea and Details  
• Find Effects  
• Find Causes  
• Review: Sequence  
• Summarize Main Ideas  
• Cause and Effect  
• Review: Cause and Effect |
| LA.1.RI.1.2 Identify the main topic and retell key details of a text. | • Main Idea and Details |

*This skill is related to the aligned standard.*
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<tr>
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</table>
| LA.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | • Find Effects  
• Find Causes  
• Sequence |
| LA.1.RI.1.7 Use the illustrations and details in a text to describe its key ideas. | • Find the Main Idea and Details in Pictures  
• Main Idea and Details  
• Draw Conclusions About Pictures*  
• Draw Conclusions*  
• Make Inferences*  
• Make Predictions* |
| LA.1.RL.1.1 . . . Answer questions about key details in a text. | • Main Idea and Details  
• Key Details  
• Story Characters, Setting, and Plot  
• Find Effects  
• Find Causes  
• Key Details  
• Sequence  
• Review: Sequence  
• Cause and Effect  
• Review: Cause and Effect |
| LA.1.RL.1.2 Retell stories, including key details . . . | • Story Characters, Setting, and Plot  
• Key Details  
• Sequence  
• Review: Sequence |
| LA.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | • Main Idea and Details |

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</thead>
</table>
| LA.1.RL.1.3 Describe ... major events in a story, using key details. | • Sequence  
• Review: Sequence |
| LA.1.RL.1.3 Describe characters, settings, and major events in a story, using key details. | • Story Characters, Setting, and Plot  
• Key Details  
• Compare and Contrast Stories*  
• Review: Compare and Contrast* |
| LA.1.RL.1.4 Identify words and phrases in ... poems that suggest feelings or appeal to the senses. | • Understanding Poetry |
| LA.1.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. | • Identify Reality or Fantasy in Pictures*  
• Identify Reality or Fantasy in Text*  
• Fact or Fiction*  
• Review: Fact or Fiction* |
| LA.1.RL.1.7 Use ... details in a story to describe its ... events. | • Sequence  
• Review: Sequence |
| LA.1.RL.1.7 Use ... details in a story to describe its characters, setting, or events. | • Story Characters, Setting, and Plot |
| LA.1.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. | • Draw Conclusions About Pictures*  
• Draw Conclusions*  
• Make Inferences*  
• Make Predictions*  
• Compare and Contrast Stories*  
• Review: Compare and Contrast* |
| LA.1.RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | • Compare and Contrast Stories  
• Review: Compare and Contrast  
• Story Characters, Setting, and Plot* |

*This skill is related to the aligned standard.*
### Grade 2

<table>
<thead>
<tr>
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<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.2.L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Synonyms and Antonyms  
• Homophones |
| LA.2.L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell) | • Prefixes and Suffixes |
| LA.2.L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional) | • Prefixes and Suffixes* |
| LA.2.L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark) | • Compound Words* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

#### Grade 2 (continued)

<table>
<thead>
<tr>
<th>CC</th>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.2.L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts . . . | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Synonyms and Antonyms  
• Homophones |
| LA.2.RF.2.3.a | Distinguish long and short vowels when reading regularly spelled one-syllable words. | • Silent e |
| LA.2.RF.2.3.b | Know spelling-sound correspondences for additional common vowel teams. | • Diphthongs: aw, au  
• Diphthongs: ow, ou  
• Diphthongs: oi, oy  
• Vowel Digraphs  
• r-Controlled Vowels: eer* |
| LA.2.RF.2.3.d | Decode words with common prefixes and suffixes. | • Prefixes*  
• Suffixes* |
| LA.2.RF.2.3.e | Identify words with inconsistent but common spelling-sound correspondences. | • Tricky Word Strategy*  
• Using Letter, Sound, and Meaning Clues*  
• Cross-Checking* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

**Grade 2 (continued)**

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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.2.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. | • High-Frequency Words: 1  
• High-Frequency Words: 2  
• High-Frequency Words: 3  
• High-Frequency Words: 5  
• High-Frequency Words: 8  
• High-Frequency Words: 10  
• High-Frequency Words: 13  
• High-Frequency Words: 20  
• High-Frequency Words: 21 |
| LA.2.RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • Tricky Word Strategy  
• Cross-Checking  
• Self-Monitoring  
• Using Sentence, Meaning, and Picture Clues |
| LA.2.RI.2.1 . . . Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | • Cause and Effect |
| LA.2.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | • Summarize Main Ideas  
• Summarize  
• Main Idea |
| LA.2.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | • Cause and Effect  
• Review: Cause and Effect  
• Review: Sequence  
• Cause and Effect |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

**Grade 2 (continued)**

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10 |
| LA.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | • Author's Purpose |
| LA.2.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. | • Review: Compare and Contrast  
• Compare and Contrast in Informational Text |
| LA.2.RL.2.1 . . . Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | • Story Characters, Setting, and Plot  
• Key Details  
• Sequence  
• Review: Sequence  
• Cause and Effect  
• Review: Cause and Effect |
| LA.2.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | • Story Characters, Setting, and Plot*  
• Key Details*  
• Sequence*  
• Review: Sequence* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Grade 2 (continued)**

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</thead>
<tbody>
<tr>
<td>LA.2.RL.2.3 Describe how characters in a story respond to major events and challenges.</td>
<td>• Story Characters, Setting, and Plot</td>
</tr>
<tr>
<td>LA.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a . . . poem . . .</td>
<td>• Understanding Poetry</td>
</tr>
</tbody>
</table>
| LA.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | • Story Characters, Setting, and Plot  
• Sequence*  
• Review: Sequence* |
| LA.2.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. | • Story Characters, Setting, and Plot  
• Sequence*  
• Review: Sequence*  
• Compare and Contrast Stories*  
• Review: Compare and Contrast* |
| LA.2.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. | • Compare and Contrast Stories*  
• Review: Compare and Contrast*  
• Story Characters, Setting, and Plot* |

*This skill is related to the aligned standard.*
<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.3.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Synonyms and Antonyms  
• Prefixes and Suffixes  
• Vocabulary in Context |
| LA.3.L.3.4.b 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). | • Prefixes and Suffixes |
| LA.3.L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | • Prefixes and Suffixes* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

#### Grade 3 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.3.L.3.5.a Distinguish the literal . . . meanings of words and phrases in context (e.g., take steps). | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Synonyms and Antonyms  
• Prefixes and Suffixes |
| LA.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases . . . | • Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Synonyms and Antonyms |
| LA.3.RF.3.3.a Identify and know the meaning of . . . the most common prefixes . . . | • Prefixes |
| LA.3.RF.3.3.a Identify and know the meaning of the most common . . . derivational suffixes. | • Suffixes |

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<tbody>
<tr>
<td>LA.3.RF.3.3.b Decode words with common Latin suffixes.</td>
<td>• Suffixes*</td>
</tr>
<tr>
<td>LA.3.RF.3.3.c Decode multisyllable words.</td>
<td>• Syllabication*</td>
</tr>
<tr>
<td></td>
<td>• Compound Words*</td>
</tr>
<tr>
<td>LA.3.RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>• Self-Monitoring</td>
</tr>
<tr>
<td></td>
<td>• Cross-Checking</td>
</tr>
<tr>
<td></td>
<td>• Tricky Word Strategy</td>
</tr>
<tr>
<td>LA.3.RI.3.1 ... Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>• Cause and Effect</td>
</tr>
<tr>
<td></td>
<td>• Supporting Details</td>
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<tr>
<td></td>
<td>• Main Idea</td>
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<tr>
<td></td>
<td>• Sequence</td>
</tr>
<tr>
<td></td>
<td>• Review: Cause and Effect</td>
</tr>
<tr>
<td>LA.3.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>• Summarize</td>
</tr>
<tr>
<td></td>
<td>• Main Idea</td>
</tr>
<tr>
<td></td>
<td>• Supporting Details</td>
</tr>
<tr>
<td>LA.3.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 ... cause/effect.</td>
<td>• Cause and Effect</td>
</tr>
<tr>
<td></td>
<td>• Review: Cause and Effect</td>
</tr>
<tr>
<td>LA.3.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 [and] sequence ...</td>
<td>• Sequence</td>
</tr>
</tbody>
</table>

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

**Grade 3 (continued)**

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| LA.3.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. | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10 |
| LA.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | • Cause and Effect*  
• Sequence*  
• Review: Cause and Effect* |
| LA.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . cause/effect . . . ). | • Cause and Effect  
• Review: Cause and Effect |
| LA.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . first/second/third in a sequence). | • Sequence |
| LA.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | • Compare and Contrast in Informational Text*  
• Compare and Contrast* |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

**Grade 3 (continued)**

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</table>
| LA.3.RL.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Key Details  
• Sequence  
• Cause and Effect  
• Supporting Details  
• Main Idea  
• Understanding Characters  
• Story Structure  
• Review: Cause and Effect |
| LA.3.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Make Predictions* |
| LA.3.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures . . . | • Key Details |
| LA.3.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. | • Sequence*  
• Understanding Characters*  
• Story Structure* |
| LA.3.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. | • Understanding Characters  
• Story Structure  
• Compare and Contrast Stories*  
• Sequence* |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Grade 3 (continued)**

<table>
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</table>
| LA.3.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10 |
| LA.3.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. | • Compare and Contrast Stories* |
| LA.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | • Compare and Contrast Stories*  
• Sequence*  
• Understanding Characters*  
• Story Structure* |

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</table>
| LA.4.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Synonyms and Antonyms  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Prefixes and Suffixes  
• Vocabulary in Context |
| LA.4.L.4.4.b Use common, grade-appropriate Greek and Latin affixes ... as clues to the meaning of a word (e.g., telegraph, photograph, autograph) | • Prefixes and Suffixes |
| LA.4.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | • Figurative Language |
| LA.4.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. | • Figurative Language |
| LA.4.L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | • Synonyms and Antonyms |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

#### Grade 4 (continued)

<table>
<thead>
<tr>
<th>CC Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.4.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases . . . | - Building Word Knowledge: 1  
- Building Word Knowledge: 2  
- Building Word Knowledge: 3  
- Building Word Knowledge: 4  
- Synonyms and Antonyms  
- Building Word Knowledge: 5  
- Building Word Knowledge: 6  
- Building Word Knowledge: 7  
- Building Word Knowledge: 8  
- Building Word Knowledge: 9  
- Building Word Knowledge: 10 |
| LA.4.RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | - Cross-Checking  
- Prefixes*  
- Suffixes*  
- Syllabication*  
- Compound Words* |
| LA.4.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | - Cross-Checking  
- Self-Monitoring |
| LA.4.RI.4.1 Refer to details and examples in a text . . . when drawing inferences from the text. | - Review: Draw Conclusions and Make Inferences  
- Draw Conclusions and Make Inferences  
- Main Idea  
- Use Clues to Draw Conclusions |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

#### Grade 4 (continued)

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</thead>
</table>
| LA.4.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . . | • Summarize  
  • Supporting Details  
  • Sequence  
  • Cause and Effect  
  • Review: Cause and Effect  
  • Review: Summarize |
| LA.4.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. | • Main Idea  
  • Make Predictions* |
| LA.4.RI.4.2 . . . Summarize the text. | • Summarize  
  • Review: Summarize |
| LA.4.RI.4.2 Determine the main idea of a text . . . | • Main Idea |
| LA.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details . . . | • Supporting Details |
| LA.4.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. | • Cause and Effect  
  • Review: Cause and Effect  
  • Sequence |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Grade 4 (continued)**

<table>
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<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
</table>
| **LA.4.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. | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10 |
| **LA.4.RI.4.5** Describe the overall structure (e.g.,... cause/effect...) of events, ideas, concepts, or information in a text or part of a text. | • Cause and Effect  
• Review: Cause and Effect |
| **LA.4.RI.4.5** Describe the overall structure (e.g., chronology ...) of events, ideas, concepts, or information in a text or part of a text. | • Sequence |
| **LA.4.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. | • Compare and Contrast*  
• Review: Compare and Contrast* |
| **LA.4.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. | • Fact and Opinion* |
| **LA.4.RL.4.1** Refer to details and examples in a text when... drawing inferences from the text. | • Draw Conclusions and Make Inferences  
• Review: Draw Conclusions and Make Inferences  
• Use Clues to Draw Conclusions |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards for English Language Arts to Lessons (continued)
Grade 4 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.4.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . . | • Summarize  
• Supporting Details  
• Understanding Characters  
• Story Structure  
• Sequence  
• Cause and Effect  
• Review: Cause and Effect  
• Review: Summarize |
| LA.4.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. | • Story Structure  
• Main Idea  
• Make Predictions* |
| LA.4.RL.4.2 . . . Summarize the text. | • Summarize  
• Review: Summarize |
| LA.4.RL.4.3 Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | • Understanding Characters  
• Cause and Effect |
| LA.4.RL.4.3 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). | • Summarize  
• Story Structure  
• Review: Summarize |

*This skill is related to the aligned standard.
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Grade 4 (continued)**

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</thead>
</table>
| LA.4.RL.4.4 Determine the meaning of words and phrases as they are used in a text . . . | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10 |
| LA.4.RL.4.5 Explain . . . structural elements of poems . . . | • Understanding Poetry |
| LA.4.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. | • Review: Compare and Contrast*  
• Story Structure*  
• Summarize*  
• Review: Summarize* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)  
Grade 5

<table>
<thead>
<tr>
<th>CC Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.5.L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Synonyms and Antonyms  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Vocabulary in Context |
| LA.5.L.5.5.a Interpret figurative language, including similes and metaphors, in context. | • Figurative Language |
| LA.5.L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. | • Figurative Language |
| LA.5.L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | • Synonyms and Antonyms |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

### Grade 5 (continued)

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
<th>Aligned Lessons</th>
</tr>
</thead>
</table>
| LA.5.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases . . . | • Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Synonyms and Antonyms  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
• Vocabulary in Context |
| LA.5.RI.5.1 Quote accurately from a text . . . when drawing inferences from the text. | • Review: Draw Conclusions and Make Inferences  
• Use Clues to Draw Conclusions  
• Draw Conclusions and Make Inferences  
• Making Inferences from Informational Text |
| LA.5.RI.5.1 Quote accurately from a text when explaining what the text says explicitly . . . | • Sequence  
• Cause and Effect  
• Review: Cause and Effect  
• Supporting Details  
• Summarize  
• Review: Summarize  
• Summarizing Informational Text |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

### Grade 5 (continued)

<table>
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<tr>
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</thead>
</table>
| LA.5.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | • Main Idea  
• Determining Central Idea of Informational Text  
• Make Predictions* |
| LA.5.RI.5.2 ... Summarize the text. | • Summarize  
• Summarizing Informational Text |
| LA.5.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | • Main Idea*  
• Supporting Details*  
• Determining Central Idea of Informational Text* |
| LA.5.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. | • Cause and Effect  
• Review: Cause and Effect  
• Sequence |
| LA.5.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. | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10 |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

Grade 5 (continued)

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</table>
| LA.5.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. | • Compare and Contrast  
• Cause and Effect*  
• Review: Cause and Effect*  
• Sequence* |
| LA.5.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | • Compare and Contrast  
• Determining Point of View and Purpose in Informational Text* |
| LA.5.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). | • Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text  
• Evaluating Arguments in Informational Text* |
| LA.5.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | • Compare and Contrast*  
• Summarize*  
• Main Idea*  
• Determining Central Idea of Informational Text*  
• Summarizing Informational Text*  
• Making Inferences from Informational Text* |
| LA.5.RL.5.1 Quote accurately from a text . . . when drawing inferences from the text. | • Review: Draw Conclusions and Make Inferences  
• Use Clues to Draw Conclusions  
• Draw Conclusions and Make Inferences  
• Making Inferences About Characters in Literature |

*This skill is related to the aligned standard.*
**Correlation of Common Core State Standards for English Language Arts to Lessons (continued)**

**Grade 5 (continued)**

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</table>
| LA.5.RL.5.1 Quote accurately from a text when explaining what the text says explicitly . . . | • Review: Summarize  
• Sequence  
• Review: Cause and Effect  
• Supporting Details  
• Summarizing Literature  
• Understanding Plot in Literature  
• Analyzing Character Development in Literature |
| LA.5.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | • Story Structure  
• Main Idea  
• Make Predictions* |
| LA.5.RL.5.2 . . . Summarize the text. | • Review: Summarize  
• Summarizing Literature |
| LA.5.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 . . . | • Identifying Theme in Literature |
| LA.5.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. | • Comparing and Contrasting Literary Texts* |

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</table>
| LA.5.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). | • Review: Compare and Contrast  
• Story Structure*  
• Review: Summarize*  
• Summarizing Literature*  
• Understanding Plot in Literature*  
• Analyzing Character Development in Literature*  
• Making Inferences About Characters in Literature*  
• Comparing and Contrasting Literary Texts* |
| LA.5.RL.5.4 Determine the meaning of words and phrases as they are used in a text . . . | • Vocabulary in Context  
• Building Word Knowledge: 1  
• Building Word Knowledge: 2  
• Building Word Knowledge: 3  
• Building Word Knowledge: 4  
• Building Word Knowledge: 5  
• Building Word Knowledge: 6  
• Building Word Knowledge: 7  
• Building Word Knowledge: 8  
• Building Word Knowledge: 9  
• Building Word Knowledge: 10  
| LA.5.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. | • Figurative Language  
• Examining Figurative Language in Literature |

*This skill is related to the aligned standard.*
Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

Grade 5 (continued)

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| LA.5.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | • Story Structure  
• Understanding Plot in Literature* |
| LA.5.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. | • Exploring Point of  
• View in Literature |
| LA.5.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | • Review: Compare and Contrast*  
• Comparing and Contrasting Literary Texts*  
• Story Structure*  
• Review: Summarize*  
• Summarizing Literature*  
• Understanding Plot in Literature*  
• Analyzing Character Development in Literature*  
• Making Inferences About Characters in Literature* |

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

**Grade 6**

<table>
<thead>
<tr>
<th>Common Core State Standards for English Language Arts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LA.6.L.6.5.a Interpret figures of speech (e.g., personification) in context.</td>
<td>• Examining Figurative Language in Literature</td>
</tr>
<tr>
<td>LA.6.L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
<td>• Analyzing the Impact of Word Choice on Tone and Meaning in Literature</td>
</tr>
<tr>
<td>LA.6.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.</td>
<td>• Analyzing the Impact of Word Choice on Tone and Meaning in Literature</td>
</tr>
<tr>
<td>LA.6.RI.6.1 Cite textual evidence to support inferences drawn from the text.</td>
<td>• Making Inferences from Informational Text</td>
</tr>
<tr>
<td>LA.6.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly . . .</td>
<td>• Summarizing Informational Text</td>
</tr>
<tr>
<td>LA.6.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• Determining Central Idea of Informational Text</td>
</tr>
<tr>
<td>LA.6.RI.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments.</td>
<td>• Summarizing Informational Text</td>
</tr>
<tr>
<td>LA.6.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details . . .</td>
<td>• Determining Central Idea of Informational Text</td>
</tr>
<tr>
<td>LA.6.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).</td>
<td>• Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text</td>
</tr>
<tr>
<td>LA.6.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>• Analyzing the Impact of Word Choice on Tone and Meaning in Literature*</td>
</tr>
</tbody>
</table>

*This skill is related to the aligned standard.*
### Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

#### Grade 6 (continued)

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</table>
| LA.6.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. | • Analyzing How Components of Informational Text Fit Together  
• Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text* |
| LA.6.RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | • Determining Point of View and Purpose in Informational Text |
| LA.6.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. | • Evaluating Arguments in Informational Text |
| LA.6.RL.6.1 Cite textual evidence to support inferences drawn from the text. | • Making Inferences About Characters in Literature |
| LA.6.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly . . . | • Summarizing Literature  
• Understanding Plot in Literature  
• Analyzing Character Development in Literature |
| LA.6.RL.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments. | • Summarizing Literature |
| LA.6.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details . . . | • Identifying Theme in Literature |
| LA.6.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. | • Understanding Plot in Literature  
• Analyzing Character Development in Literature  
• Summarizing Literature  
• Making Inferences About Characters in Literature* |

*This skill is related to the aligned standard.*
## Correlation of Common Core State Standards for English Language Arts to Lessons (continued)

### Grade 6 (continued)

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<tbody>
<tr>
<td>LA.6.RL.6.4 Determine the meaning of words ... as they are used in a text, including ... connotative meanings ...</td>
<td>• Analyzing the Impact of Word Choice on Tone and Meaning in Literature</td>
</tr>
<tr>
<td>LA.6.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative ... meanings ...</td>
<td>• Examining Figurative Language in Literature</td>
</tr>
</tbody>
</table>
| LA.6.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. | • Identifying Theme in Literature*  
  • Understanding Plot in Literature*  
  • Summarizing Literature*  
  • Analyzing Character Development in Literature*                                                   |
| LA.6.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. | • Exploring Point of View in Literature                                                            |
| LA.6.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. | • Comparing and Contrasting Literary Texts                                                          |

*This skill is related to the aligned standard.*