



1Y Independent Reading Level Overview .01- .09

Active Reading Strategies: Sentence Pattern and Picture Reading

1Y Learning Focus

Active Reading Strategies: Sentence Pattern and Picture Reading

Training Wheels

1Y readers do not actually read any words. 1Y readers use the repeated sentence stem, like training wheels, to learn to integrate the three cueing systems: phonics, syntax, and meaning. They learn to read Yellow books proficiently and fluently, sustaining concentration, monitoring comprehension, and when useful, re-reading, before actually having to read any individual words.

1Y readers read fluently, using meaning, syntax, the pattern and pictures. They are developing the active reading/thinking habits essential to proficient reading at all levels.

Key Common Core State Standards

Use the repeated sentence stem and pictures to read a Yellow book.
CCSS F.K.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS RL/1.K.10

Actively engage in group reading activities with purpose and understanding.

Entry Requirements

Must be in place before earning 1Y designation.

- Remember a repeated sentence stem.
- Read the main idea of the picture.
- Say a word that matches the picture.

Exit Requirements

Must be in place before earning 2Y designation.

Tracking/One-to-One Correspondence CCSS F.K.1c/K.CC.4a

- Understand that words are separated by spaces in print.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.



1Y Independent Reading Level Assessment

Entry Requirement

.01 - .09

Student _____ Teacher _____ Room _____ Date Started _____

		Evidence/Date		Date Completed
		Yes or No	Titles	
<p>Sentence Pattern and Picture Reading CCSS F.K.1a</p>	<p>Pattern/Picture Integration: After the first sentence or two of a Yellow book is read aloud, remember it and use the pictures to "read" the rest of the book so that it makes sense. (The "reading" does NOT need to match the words or letters on the page to enter 1Y, but it should make sense given the pictures.)</p>	<p>See Pattern/Picture Integration Check on page 5 or use any unfamiliar Yellow text (Cold Read).</p>		
A reader who is proficient at the above enters 1Y with .01 points.				
				.01



2Y Independent Reading Level Assessment

Entry Requirements

.10 - .24

Student _____

Teacher _____

Room _____

Date Started _____

	Evidence/Date	Date Completed		
		Yes or No	Titles	
1Y Sentence Pattern and Picture Reading CCSS F.K.1a	Pattern/Picture Integration: After the first sentence or two of a Yellow book is read aloud, remember it and use the pictures to "read" the rest of the book so that it makes sense. (The "reading" does NOT need to match the words or letters on the page to enter 2Y, but it should make sense given the pictures.)	See Pattern/Picture Integration Check on page 5 or use any Yellow Cold Read Text.		
	Understand the Relationship Between Numbers and Quantities: When counting objects, point to and say one number for each object counted. Be able to do this consistently.	Use a collection of small objects. Student counts objects accurately.		
2Y Tracking CCSS F.K.1c	Tracking: Use a finger to point to each word while reading, jumping over the spaces between words. Understand that words are separated by spaces in print.	Use an unfamiliar Yellow Text (Cold Read). Read the pattern on the first pages. Student points to each word as s/he reads the rest of the text.		
	A reader who is proficient at the above enters 2Y with .10 points.			.10



2Y Independent Reading Level Overview

Active Reading Strategies: Tracking/One-to-One Correspondence

.10 - .24

2Y Learning Focus

Active Reading Strategies: Tracking/One-to-One Correspondence

In 2Y, the students learn to point to one word on the page for each word they say. This is a huge step for many children. From what has been a fluid river of oral language, they must realize that there are individual words. As they say the sentence, they learn to use the spaces to point to one word at a time. 2Y readers are not processing the actual words. They are using the spaces to figure out where the words start and stop. They are still not actually decoding any words or using letter sounds. Children who can't use one-to-one correspondence to count objects will not be ready to track words as they read and should continue working at the RTM or 1Y level.

2Y readers read fluently, using meaning, syntax, pictures, and the number of words on the page. They are developing the active reading/thinking habits essential to proficient reading at all levels.

Key Common Core State Standards

CCSS F.K.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS RL/L.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS F.K.3a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Entry Requirements

Must be in place before earning 2Y designation.

Tracking/One-to-One Correspondence CCSS F.K.1c/ K.CC.4.a

- Understand that words are separated by spaces in print.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Exit Requirements

Must be in place before earning 3Y designation.

Initial Consonants CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.



3Y Independent Reading Level Overview

Active Reading Strategies: Initial Consonants

.25 - .59

3Y Learning Focus

Active Reading Strategies: Initial Consonants

In 3Y students learn to use the first letter sound of the new word on each page to cross-check their picture reading. When 3Y students come to the one new word on each page, they must self-prompt using the first letter sound before they scan the picture for clues. You should see their lips in the "launch position" for the sound, or hear the letter sound, if possible, and then see them look at the picture for a main idea that starts with that sound. Now they are beginning to decode using the letters.
3Y readers read fluently, using meaning, syntax, and phonics (first letter sound only). They are developing the active reading/thinking habits essential to proficient reading at all levels. Introducing the complexity of vowel sounds at this stage disrupts and slows down the process. As students move through the levels, they will gradually and rapidly integrate the other phonics clues, but always within a context of fluency and meaning-making.

Key Common Core State Standards

CCSS F.K.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS RL/I.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS F.K.3c

Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Entry Requirements

Must be in place before earning 3Y designation.

Initial Consonants CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Exit Requirements

Must be in place before earning 1G designation.

Word Recognition CCSS F.K.3c

- Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Phonics CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Comprehension CCSS F.K.4/RL/I.K.1

- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.



3Y Independent Reading Level Assessment .25 - .59

Entry Requirements: Cumulative Record

Student _____

Teacher _____

Room _____

Date Started _____

		Evidence/Date	Date Completed	
				Yes or No
1Y	Sentence Pattern and Picture Reading CCSS F.K.1a	Pattern/Picture Integration: After the first sentence or two of a Yellow book is read aloud, remember it and use the pictures to "read" the rest of the book so that it makes sense. (The "reading" does NOT need to match the words or letters on the page to enter 1Y, but it should make sense given the pictures.)	See Pattern/Picture Integration Check on page 5 or use any Yellow Cold Read Text.	
	One-to-One Correspondence K.CC.4a	Understand the Relationship Between Numbers and Quantities: When counting objects, point and say one number for each object counted. Be able to do this consistently.	Use a collection of small objects. Student counts objects accurately.	
2Y	Tracking CCSS F.K.1c	Tracking: Use a finger to point to each word while reading, jumping over the spaces between words. Understand that words are separated by spaces in print.	Use an unfamiliar Yellow Text (Cold Read). Read the pattern on the first pages. Student points to each word as s/he reads the rest of the text.	
	Initial Consonants CCSS F.K.3a	Initial Consonant Sounds: When coming to the one new word on each page of a Yellow book, before scanning the pictures for clues, produce the sound of (or get mouth into the ready position for) the initial consonant. Then scan the picture for the main idea that starts with that letter sound. Say a word that matches both the picture and the initial consonant sound without reminders or other help. Re-read to correct, when necessary. (Teachers are watching the mouths and lips of students to see if they are in the correct position for the first letter of the unknown word as they scan the picture for clues.)	Use an unfamiliar Yellow Text (Cold Read). Read the pattern on the first pages. Student reads the rest and says a word that matches both the picture and initial consonant sound without reminders or help.	
A reader who is proficient at the above enters 3Y with .25 points.			.25	



Yellow Comprehension

Reading Standards for Literature and Informational Text

Most of the comprehension standards below will be demonstrated during Read-Aloud. Although they are developed and scored during all 1Y and 2Y as well, do not add them to a student's score until 3Y. In order to move to 1G, students must earn .09 Comprehension Points from any combination of the standards below. Although a student may demonstrate proficiency in more than 9 of the standards, only .09 may be earned from this category. Students will continue to work on the same standards in 1G.

With prompting and support

Key Ideas and Details: Basic Understanding		Evidence/Date	Points
Understand, think about, and discuss <u>what</u> the author said.			
	Have adequate background knowledge to talk and think about the pictures and ideas common to Yellow books.		.01
	Read actively. Demonstrate an obvious understanding of the materials (e.g., laugh at the funny parts, comment on the material, make personal connections).		.01
CCR 1	<p>RI.L.K.1 Ask and answer questions about key details of a text.</p> <ul style="list-style-type: none"> I'll ask you a question about something in the text. (<i>Who, what, when, where, why...</i>) Now you ask me a question about something in the text. 		✓
CCR 2	<p>RI.L.K.2 After Read-Aloud: Retell familiar stories, including key details.</p> <ul style="list-style-type: none"> Retell the story to me. Include: title, main character, the problem and the solution. (Prompt for key details of story, if necessary.) 		.01
	<p>RI.K.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> What was this mostly about? What were the most important things the author told us about that topic? 		.01
CCR 3	<p>RI.K.3 After Read-Aloud: Identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> Who were the characters in the story? Who was the main character? What was the setting? Where (and when) did it take place? What were the major events? What were the most important things that happened? (First, second, and finally; or beginning, middle, end). What was the problem in this story? How was it resolved? 		.01
	<p>RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> How are _____ and _____ in this book alike (or different)? How are _____ and _____ connected? 		.01

Craft and Structure: Vocabulary, Text Organization, Literary Elements

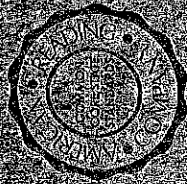
Understand and discuss the way(s) the author(s) said what was said.

		Points
CCR 4	<p>Vocabulary RL.I.K.4 After Read-Aloud: Ask and answer questions about unknown words in a text.</p> <ul style="list-style-type: none"> • Are there any words in this book that you haven't heard before? What do you think they might mean? 	.01
CCR 5	<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <ul style="list-style-type: none"> • Is this a story, a poem, or an informational book? Why? 	.01
CCR 6	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	.01
CCR 6	<p>RL/I.K.6 Name the author and illustrator of a text and define the role of each in telling the story.</p> <ul style="list-style-type: none"> • Who is the author of this book? What does an author do? • Who is the illustrator of this book? What does an illustrator do? 	.01
	<p>Evaluate an author's work and support opinion with evidence from the text.</p> <ul style="list-style-type: none"> • Show me something you liked about this book. 	.01

Integration of Knowledge and Ideas: Compare/Contrast, Analyze, Synthesize, Evaluate

Discuss how the ideas in a book connect to each other and to the larger world.

	<p>Make predictions based on title, cover, illustrations, and text.</p> <ul style="list-style-type: none"> Looking at the cover, what do you think this book might be about? Why? 		.01
	<p>Make text-to-self connections.</p> <ul style="list-style-type: none"> What in this book reminds you of something in your own life? 		.01
CCR 7	<p>RI.1.K.7 Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, idea, or moment in a story an illustration depicts).</p> <ul style="list-style-type: none"> What can you learn about _____ from the pictures in this book? 		.01
CCR 8	<p>RI.1.K.8 After Read-Aloud: Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> The author is telling us that _____. What reasons does he give to convince us? 		.01
CCR 9	<p>RI.1.K.9 Compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> What happened to _____ in this story? What happened to _____ in this story (or another story)? How were their experiences the same? How were they different? 		.01
<p>RI.1.K.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Give students 2 books on the same topic.</p> <ul style="list-style-type: none"> How are they alike? How are they different? Which do you like better and why? 			.01
<p>Yellow Comprehension Total (Maximum of .09)</p>			.09



1G Independent Reading Level Overview

Power Words

.60 - .99

1G Learning Focus

Power Words

1G readers will know and use 25-85 very high-frequency sight words as a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. These Power Words provide “islands of certainty” from which emergent readers can navigate the unknown. Although there are other skills involved with success at 1G, the acquisition of a bank of sight words is fundamental. The combined sight words in 1G and 2G make up 50% of all adult and student writing. They will use these words at the Blue levels as a foundation for learning the basic vowel patterns.

Key Common Core State Standards

CCSS F.K.3c Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Entry Requirements

Must be in place before earning 1G designation.

Word Recognition CCSS F.K.3c

- Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Phonics CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Comprehension CCSS F.K.4/ RL/L.K.1

- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 2G designation.

Word Recognition CCSS F.1.3g

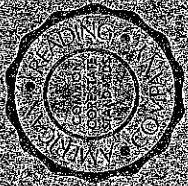
- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a

- Know the spelling-sound correspondences for common consonant digraphs.

Comprehension CCSS F.1.4/ R.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.



1G Independent Reading Level Assessment .60 - .99

Entry Requirements: Cumulative Record

Student _____

Teacher _____

Room _____

Date Started _____

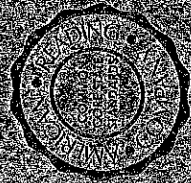
	Evidence/Date	Scores		Dates		Date Completed		
Word Recognition CCSS F.K.3c	Know 25 Power Words at Flash Speed Read at least 25 high-frequency words by sight (out of context).	See Power Words Check on page 27. Minimum score of 25.						
Phonics CCSS F.K.3a	Make the Primary or Most-Frequent Sound for Each Consonant When trying to figure out an unfamiliar word, get mouth into the ready position for, or say the sound of, the initial consonant, then figure out what would make sense given the context clues, self-correcting when necessary.	Can get mouth ready to make the sound for a minimum of 14 consonants.	b	c	d	f	g	h
Comprehension CCSS F.K.4 CCSS RL/I.K.1	Read and Comprehend 1G Text Apply Foundational Skills (Word-Solving) Use a combination of initial sounds, sight words, and context clues to read 1G text with purpose and understanding. A transitional 1G reader may be working out the words, rather than reading fluently; however, she is insistent that what she reads make sense, stopping and trying again if something doesn't look right, sound right, or make sense. Apply Reading Standards (Comprehension) Determine what a 1G text says explicitly and make logical inferences from it.	See Cold Read Record on page 28. Minimum score of 6 on one Cold Read Text.	j	k	l	m	n	p
			r	s	t	v	w	z
			Scores		Titles		Dates	

A reader who is proficient at all of the above enters 1G with 60 points.

1G

IRLA 26

60



1G Comprehension

Reading Standards for Literature and Informational Text

Many of the comprehension standards below will be demonstrated during Read-Aloud, since few 1G books are complicated enough to have a narrative structure. In order to move to 2G, students must earn .10 Comprehension Points from any combination of the standards below.

With prompting and support:

Key Ideas and Details: Using Text Evidence to Support Conclusions (understanding what the text says about individuals, events, or issues and what the author says)

	Evidence/Date	Points
	Have adequate background knowledge to talk and think about the pictures and ideas common to 1G books.	✓
	Read actively. Demonstrate an obvious understanding of the materials (e.g., laugh at the funny parts, comment on the material, make personal connections).	✓
CCR 1	<p>RI/L.K.1 Ask and answer questions about key details of a text.</p> <ul style="list-style-type: none"> I'll ask you a question about something in the text. (<i>Who, what, when, where, why...</i>) Now you ask me a question about something in the text. 	✓
CCR 2	<p>RI.L.K.2 After Read-Aloud: Retell familiar stories, including key details.</p> <ul style="list-style-type: none"> Retell the story to me. Include title, main character, the problem and the solution. (Prompt for key details of story, if necessary.) <p>RI.K.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> What was this mostly about? What were the most important things the author told us about that topic? 	.01
CCR 3	<p>RI.K.3 After Read-Aloud: Identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> Who were the characters in the story? Who was the main character? What was the setting? Where (and when) did it take place? What were the major events? What were the most important things that happened? (First, second, and finally, or beginning, middle, end). What was the problem in this story? How was it resolved? <p>RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> How are ___ and ___ in this book alike (or different)? How are ___ and ___ connected? 	.01

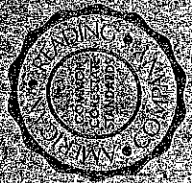
Craft and Structure: Analyzing the Effects of Authors' Choices

Understand and discuss the way(s) the author(s) said what was said.

<p>CCR 4</p>	<p>Vocabulary RL/I.K.4 After Read-Aloud: Ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> • Are there any words in this book that you haven't heard before? What do you think they might mean? </p>	<p>.01</p>	
<p>CCR 5</p>	<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems). <ul style="list-style-type: none"> • Is this a story, a poem, or an informational book? </p>	<p>.01</p>	
	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>.01</p>	
	<p>Make predictions based on title, cover, illustrations, and text. <ul style="list-style-type: none"> • Looking at the cover, what do you think this book might be about? Why? </p>	<p>.01</p>	
	<p>Make text-to-self connections. <ul style="list-style-type: none"> • What in this book reminds you of something in your own life? </p>	<p>.01</p>	
<p>CCR 6</p>	<p>RL/I.K.6 Name the author and illustrator of a story or informational text and define the role of each in telling the story (or creating the book). <ul style="list-style-type: none"> • Who is the author of this book? What does an author do? • Who is the illustrator of this book? What does an illustrator do? </p>	<p>.01</p>	
	<p>Evaluate an author's work and support opinion with evidence from the text. <ul style="list-style-type: none"> • Show me something you liked about this book. </p>	<p>.01</p>	

Integration of Knowledge and Ideas: Comparing Different Presentations
 Discuss how the ideas in a book connect to each other and to the larger world.

<p>CCR 7</p>	<p>RL/I.K.7 Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, idea, or moment in a story an illustration depicts).</p> <ul style="list-style-type: none"> • <i>What can you learn about _____ from the pictures in this book?</i> 	<p>.01</p>	
<p>CCR 8</p>	<p>RL/I.K.8 After Read-Aloud: Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> • <i>The author is telling us that _____ (teacher supplies this). What reasons does he give to convince us?</i> 	<p>.01</p>	
<p>CCR 9</p>	<p>RL.K.9 After Read-Aloud: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> • <i>What happened to _____ in this story?</i> • <i>What happened to _____ in this story (or another story)?</i> • <i>How were their experiences the same? How were they different?</i> 	<p>.01</p>	
<p>1G Comprehension Total (Maximum of .10)</p>	<p>RL.K.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Give student 2 books on same topic.</p> <ul style="list-style-type: none"> • <i>How are they alike? How are they different? Which do you like better and why?</i> 	<p>.01</p>	<p>.10</p>



2G Independent Reading Level Overview 1.00 - 1.29

Accumulating 120 Power Words, Initial Blends & Digraphs

2G Learning Focus

Power Words, Initial Blends & Digraphs

Power Words: 2G readers will know and use 120 very high-frequency Power Words as a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. Power Words provide “islands of certainty” from which emergent readers can navigate the unknown. The combined Power Words in 1G and 2G make up 50% of all adult and student writing.

Initial Blends & Digraphs: When students come to a word they don’t know, they will successfully use initial blends and digraphs as clues.

Key Common Core State Standards

CCSS F.1.3g Recognize and read grade-appropriate irregularly spelled words.

CCSS F.1.3a Know the spelling-sound correspondences for common consonant digraphs.

Entry Requirements

Must be in place before earning 2G designation.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Phonics CCSS F.1.3a

- Know the spelling-sound correspondences for common consonant digraphs.

Comprehension CCSS F.1.4/ RL/1.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 1B designation.

Phonics CCSS F.K.2c/ F.1.3b

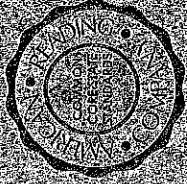
- Blend and segment onsets and rimes of single-syllable spoken words.
- Decode regularly spelled one-syllable words.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/1.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.



2G Independent Reading Level Assessment 1.00 - 1.29

Entry Requirements: Cumulative Record

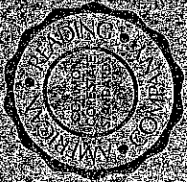
Student _____ Teacher _____ Room _____ Date Started _____ Date Completed _____

2G Entry Requirements

	Evidence/Date	Scores												Date Completed
		Scores						Dates						
Word Recognition CCSS F.1.3g Read 2G Power Words Recognize and read grade-appropriate irregularly spelled words (were, could, would, does, some).	See Power Words Check on page 43. Minimum score of 25.	br	cr	dr	fr	gr	pr	tr	wr	bl				
Phonics CCSS F.1.3a Self-Prompt for Initial Blends and Digraphs Know the spelling-sound correspondences for common consonant digraphs (sh-, ch-, th-, wh-).	Can make the initial sound for a minimum of 13 blends/digraphs.	cl	fl	gl	pl	sl	sc	sk	sm	sn				
Comprehension CCSS F.1.4 CCSS RL/1.1.1 Read and Comprehend Unfamiliar 2G Text Apply Foundational Skills (Word-Solving) Use a combination of initial sounds/blends, sight words, and context clues to read 2G text with purpose and understanding. A transitional 2G reader may be working out the words, rather than reading fluently; however, she is insistent that what she reads make sense, stopping and trying again if something doesn't look right, sound right, or make sense. Apply Reading Standards (Comprehension) Determine what a text says explicitly and make logical inferences from it.	See Cold Read Record on page 44. Minimum score of 6 on one Cold Read Text.	sp	st	sw	tw	ch	sh	th	wh					
		Scores						Titles						Dates

A reader who is proficient at all of the above earns 2G with 1.00 points.





2G Comprehension

Reading Standards for Literature and Informational Text

Many of the comprehension standards below will be demonstrated during Read-Aloud, since few 2G books are complicated enough to have a narrative structure. In order to move to 1B, .05 Comprehension Points must be earned from any combination of the standards below.

Key Ideas and Details: Using Text Evidence to Support Conclusions	Understand Think about, and discuss what the author said	Evidence/Date	Points
	<p>Demonstrate adequate background knowledge to name and talk about the pictures and ideas common to 2G books. Students who do not know basic vocabulary need extensive read-aloud and real-life experiences to be successful 2G readers.</p>		✓
	<p>Demonstrate an obvious understanding of the materials (e.g., laugh at the funny parts, comment on the material, make personal connections). Read actively, making comments and connections without prompting.</p>		✓
<p>CCR 1</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • I'll ask you a question about something in the text. (Who, what, when, where, why...) • Now you ask me a question about something in the text. 		✓
<p>CCR 2</p>	<p>RI.1.2 After Read-Aloud: Retell stories in correct sequence, including key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none"> • Retell the story using the words: In the beginning, in the middle, and at the end. • What do we mean by "a lesson or central message"? What is a lesson or central message in this book? • Retell a story, including: <ul style="list-style-type: none"> • Title and main character • Problem and solution • Central message, lesson, or moral 		.01
	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> • What was this book mostly about (topic)? • What were three key details the author told us about this topic? 		.01

<p>CCR 3</p>	<p>RL.1.3 After Read-Aloud: Describe characters, settings, and major events in a story using key details.</p> <ul style="list-style-type: none"> Who were the characters in the story? Who was the main character? Describe the main character using 3 key details from the story. What was the setting? Where (and when) did it take place? Describe the setting using 3 key details from the story. What was the problem in this story? How was this problem resolved? How do you know? What key details support your answer? What were the major events? What were the most important things that happened? (First, second, and finally, or beginning, middle, end). Describe the major events using key details from the story. <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> How are _____ and _____ in this book alike (or different)? How are _____ and _____ in this book connected? Think about the things mentioned in this book. How could you organize these things into two categories? What would you name each category? 	<p>.01</p>	<p>.01</p>
<p>Craft and Structure: Analyzing the Effects of Authors' Choices Understand and discuss the way(s) the author(s) said what was said.</p>			
<p>CCR 4</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <ul style="list-style-type: none"> How did this character feel when _____ happened? What word did the author use that let you know they felt this way? Find a word in this text that suggests feelings. What word tells how _____ smells (looks, tastes, etc.)? Find a word in this text that makes you think about taste, touch, smell, or hearing. <p>RI.1.4 After Read-Aloud: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> What do you think _____ means in this text? Why do you think the author used that word? Now as you read, it is your turn to find a word you think is interesting and ask yourself the same questions. 	<p>.01</p>	<p>.01</p>
<p>CCR 5</p>	<p>RI.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.</p> <p>Give student a pile of books:</p> <ul style="list-style-type: none"> Which of these books are informational? Which tell stories? How do you know which is which? <p>RI.1.5 After Read-Aloud: Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <ul style="list-style-type: none"> Where in this book would you look to find information about _____ (what tigers eat; what makes a seed grow)? 	<p>.01</p>	<p>.01</p>

CCR 6	<p>RL.1.6 After Read-Aloud: Identify who is telling the story at various points in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <ul style="list-style-type: none"> • <i>What can you learn about _____ from the pictures in this book?</i> • <i>What information can you find in the illustrations that the words don't tell us?</i> 		.01
<p>Integration of Knowledge and Ideas: Comparing Different Presentations Discuss how the ideas in a book connect to each other and to the larger world.</p>			
CCR 7	<p>RI.1.7 After Read-Aloud: Use illustrations and details in a story to describe its characters, setting, or events.</p> <ul style="list-style-type: none"> • <i>Describe _____ using at least one detail from the story and one detail from the illustrations.</i> 		.01
CCR 8	<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <ul style="list-style-type: none"> • <i>What are the key ideas in this text? Show me one from the text and one from the illustrations.</i> 		.01
CCR 8	<p>RI.1.8 After Read-Aloud: Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> • <i>The author is telling us that _____ (teacher supplies this). What reasons does he give to convince us?</i> 		.01
CCR 9	<p>RL.1.9 After Read-Aloud: Compare and contrast the adventures and experiences of characters in stories.</p> <ul style="list-style-type: none"> • <i>What happened to _____ in this story?</i> • <i>What happened to _____ in this story (or another story)?</i> • <i>How were their experiences the same? How were they different?</i> 		.01
CCR 9	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Give student two books on same topic:</p> <ul style="list-style-type: none"> • <i>How are these two books alike? How are they different?</i> • <i>Which do you like better? Why?</i> 		.01
<p>2G Comprehension Total (Maximum of 05)</p>			
<p>2G</p>			



1B Independent Reading Level Overview 1.30-1.59

Decode Regularly Spelled 1-Syllable Words: Chunking

1B Learning Focus

Decode Regularly Spelled 1-Syllable Words: Vowel Family Chunking

1B readers take a huge jump forward in reading. Not only do they have a sight word bank of 200-300 high frequency words, they are now able to use these known words, and knowledge of regular vowel patterns, to figure out unknown words (e.g., *ride/pride*). 1B readers have their fingers out, covering parts of unfamiliar words to find something they know inside them. Once they find a chunk that looks familiar, they have to recall what known word it is part of, take off the first letter of the known word in their mind, vocalize the isolated chunk, add the beginning sound of the new word to the chunk, and see if it works out to be a sensible word. If it doesn't work out they have to start all over again. The phonological awareness skills required for this level are tremendous.

Key Common Core State Standards

- CCSS F.1.3b** Decode regularly spelled one-syllable words.
- CCSS F.1.3c** Know final -e and common vowel team conventions for representing long vowel sounds.
- CCSS F.1.3g** Recognize and read grade-appropriate irregularly spelled words.

Entry Requirements

Must be in place before earning 1B designation.

Phonics CCSS F.K.2c/ F.1.3b

- Blend and segment onsets and rimes of single-syllable spoken words.
- Decode regularly spelled one-syllable words.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/1.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 2B designation.

Phonics CCSS F.1.3ef

- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/1.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.



1B Independent Reading Level Assessment 1.30-1.59

Entry Requirements: Cumulative Record

Student	Teacher	Room	Date Started	Date Completed
1B Entry Requirements				
Phonics CCSS F.K.2c CCSS F.1.3b	Manipulate Onsets and Rimes Combine initial sounds and Power Words to make new words.	See Chunking Check on page 59. Minimum score of 18.	Scores	Dates
	Decode Most One-Syllable Words Use a combination of sight words, rhyming, initial sounds/blends, and chunking to decode most regularly spelled one-syllable words.	See One-Syllable Decoding Check on page 60. Minimum score of 18.	Scores	Dates
Word Recognition CCSS F.1.3g	Read 1B Tricky Words Recognize and read grade-appropriate irregularly spelled words.	See Tricky Words on page 61. Minimum score of 25.	Scores	Dates
Comprehension CCSS F.1.4 CCSS RL/L.1.1	Read and Comprehend Unfamiliar 1B Text Apply Foundational Skills (Word-Solving) Use a combination of decoding skills, sight words, and context clues to read 1B text with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense. Apply Reading Standards (Comprehension) Determine what a text says explicitly and make logical inferences from it.	See Cold Read Record on page 62. Minimum score of 6 on one Cold Read Text.	Scores	Dates
		A reader who is proficient at all of the above enters 1B with 1.30 points.		1.30



1B Comprehension

Reading Standards for Literature and Informational Text

Some of the comprehension standards below will be demonstrated during Read-Aloud, since many 1B books are not complicated enough to have a narrative structure. In order to move to 2B, students must earn .05 Comprehension Points from any combination of the standards below. Do not score students higher than .05 for Comprehension. Students work on the same comprehension standards in 2G, 1B, and 2B, so whatever standard they have not mastered in 2G and 1B should be completed in 2B.

Key Ideas and Details: Using Text Evidence to Support Conclusions		Evidence/Date	Points
	Have adequate background knowledge to name and talk about the content common to 1B books (middle of 1st grade).		✓
	Demonstrate an obvious understanding of the materials (e.g., laugh at the funny parts, comment on the content).		✓
CCR 1	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • <i>I'll ask you a question about something in the text. (Who, what, when, where, why...)</i> • <i>Now you ask me a question about something in the text.</i> 		✓
CCR 2	<p>RL.1.2 After Read-Aloud: Retell stories in correct sequence, including key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none"> • <i>Retell the story using the words: In the beginning, in the middle, and at the end.</i> • <i>What do we mean by "a lesson or central message"? What is a lesson or central message in this book?</i> • <i>Retell a story, including:</i> <ul style="list-style-type: none"> • <i>Title and main character</i> • <i>Problem and solution</i> • <i>Central message, lesson, or moral</i> 		.01
	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> • <i>What was this book mostly about (topic)?</i> • <i>What were three key details the author told us about this topic?</i> 		.01

<p>CCR 3</p>	<p>RI.1.3 After Read-Aloud: Describe characters, settings, and major events in a story using key details.</p> <ul style="list-style-type: none"> Who were the characters in the story? Who was the main character? Describe the main character using 3 key details from the story. What was the setting? Where (and when) did it take place? Describe the setting using 3 key details from the story. What was the problem in this story? How was this problem resolved? How do you know? What key details support your answer? What were the major events? What were the most important things that happened? (First, second, and finally, or beginning, middle, end). Describe the major events using key details from the story. 	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> How are _____ and _____ in this book alike (or different)? How are _____ and _____ in this book connected? Think about the things mentioned in this book. How could you organize these things into two categories? What would you name each category? 	<p>.01</p>
<p>Craft and Structure: Analyzing the Effects of Authors' Choices Understand and discuss the ways the author(s) said what was said.</p>			
<p>CCR 4</p>	<p>RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <ul style="list-style-type: none"> How did this character feel when _____ happened? What word did the author use that let you know they felt this way? Find a word in this text that suggests feelings. What word tells how _____ smells (looks, tastes, etc.)? Find a word in this text that makes you think about taste, touch, smell, or hearing. 	<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> What do you think _____ means in this text? Why do you think the author used that word? Now as you read, it is your turn to find a word you think is interesting and ask yourself the same questions. 	<p>.01</p>
<p>CCR 5</p>	<p>RI.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.</p> <p>Give student a pile of books:</p> <ul style="list-style-type: none"> Which of these books are informational? Which tell stories? How do you know which is which? 	<p>RI.1.5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <ul style="list-style-type: none"> Where in this book would you look to find information about _____ (what tigers eat; what makes a seed grow)? 	<p>.01</p>

CCR 6	<p>RL.1.6 After Read-Aloud: Identify who is telling the story at various points in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <ul style="list-style-type: none"> • <i>What can you learn about _____ from the pictures in this book?</i> • <i>What information can you find in the illustrations that the words don't tell us?</i> 		.01
<p>Integration of Knowledge and Ideas: Comparing Different Presentations Discuss how the ideas in a book connect to each other and to the larger world.</p>			
CCR 7	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <ul style="list-style-type: none"> • <i>Describe _____ using at least one detail from the story and one detail from the illustrations.</i> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <ul style="list-style-type: none"> • <i>What are the key ideas in this text? Show me one from the text and one from the illustrations.</i> 		.01
CCR 8	<p>RL/1.1.8 After Read-Aloud: Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> • <i>The author is telling us that _____ (teacher supplies this). What reasons does he give to convince us?</i> 		.01
CCR 9	<p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <ul style="list-style-type: none"> • <i>What happened to _____ in this story?</i> • <i>What happened to _____ in this story (or another story)?</i> • <i>How were their experiences the same? How were they different?</i> 		.01
<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Give student two books on same topic:</p> <ul style="list-style-type: none"> • <i>How are these two books alike? How are they different?</i> • <i>Which do you like better? Why?</i> 			.01
1B Comprehension Total			.05



2B Independent Reading Level Overview

Decode Regularly Spelled 2-Syllable Words

1.60 -1.99

2B Learning Focus

Decode Two-Syllable Words

2B readers know to look for the known inside the unknown. They have their fingers on the text, covering up beginnings and endings of unfamiliar words, looking for chunks, vowel patterns, endings, and little words inside bigger words, as they successfully figure out the two-syllable words common to 2B text. 2B books begin to include narratives with some characterization and simple plots. Be careful, because 2B is the first level in which readers may be able to decode without following the meaning of the text. Be sure to check comprehension carefully. Don't allow students who are working too hard on decoding to move into 1R. Make sure students learn to be fully engaged with the message of 2B books. Catch them laughing at the stories, not just figuring out what the words say, before moving them into 1R.

Key Common Core State Standards

- CCSS F.1.3e** Decode two-syllable words following basic patterns by breaking the words into syllables.
- CCSS F.1.3f** Read words with inflectional endings (-ed, -er, -ing, -es, -y, -est).
- CCSS F.1.3g** Recognize and read grade-appropriate irregularly spelled words.

Entry Requirements

Must be in place before earning 2B designation.

Phonics CCSS F.1.3ef

- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.1.4/ RL/I.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements

Must be in place before earning 1R designation.

Phonics CCSS F.2.3

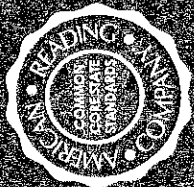
- Know and apply grade-level phonics and word analysis skills in decoding words.

Word Recognition CCSS F.2.3f

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.2.4/ RL/I.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.



2B Independent Reading Level Assessment 1.60 - 1.99

Entry Requirements: Cumulative Record

Student _____ Teacher _____ Room _____ Date Started _____

	Evidence/Date		Date Completed
	Scores	Dates	
Phonics CCSS F.1.3e CCSS F.1.3f	Decode Most Two-Syllable Words Decode compound words, e.g., <i>baseball</i> , <i>sunshine</i> . Decode two-syllable words following basic patterns by breaking the words into syllables and/or chunks, e.g., <i>always</i> , <i>begin</i> . Read words with inflectional endings.	See Decoding Two-Syllable Words on page 83. Minimum score of 20.	
Word Recognition CCSS F.1.3g	Read 2B Tricky Words Recognize and read grade-appropriate irregularly spelled words.	See Tricky Words on page 84. Minimum score of 25.	
Comprehension CCSS F.1.4 CCSS RL/I.1.1	Read and Comprehend Unfamiliar 2B Text Apply Foundational Skills (Word-Solving) Use a combination of decoding skills, sight words, and context clues to read 2B text with 98% accuracy. Stop and try again if something doesn't look right, sound right, or make sense. Apply Reading Standards (Comprehension) Determine what a text says explicitly and make logical inferences from it.	See Cold Read Record on page 85. Minimum score of 6 on one Cold Read Text.	1.60

A reader who is proficient at all of the above enters 2B with 1.60 points.



2B Comprehension

Reading Standards for Literature and Informational Text

The standards below must be demonstrated while reading independently in 2B level materials. In order to advance to 1R, students must earn .10 Comprehension Points from any combination of the standards below.

	Key Ideas and Details: Using Text Evidence to Support Conclusions (Understand, think about, and discuss what the author said)	Evidence/Date	Points
	Demonstrate adequate background knowledge to name and talk about the pictures and ideas common to 2B books. Students who do not know basic vocabulary need extensive read-aloud and real-life experiences to be successful readers.		✓
	Demonstrate an obvious understanding of the text (laugh at the funny parts, comment on the material, make personal connections). Student is an active reader, making comments and connections without prompting.		✓
CCR 1	RL/1.1.1 Ask and answer questions about key details in a text. <ul style="list-style-type: none"> • I'll ask you a question about something in the text. (Who, what, when, where, why...) • Now you ask me a question about something in the text. 		✓
CCR 2	RL.1.2 Retell stories in correct sequence, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> • Retell the story using the words: In the beginning, in the middle, and at the end. • What do we mean by "a lesson or central message"? What is a lesson or central message in this book? • Retell a story, including: <ul style="list-style-type: none"> • Title and main character • Problem and solution • Central message, lesson, or moral 		.01
	RI.1.2 Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> • What was this book mostly about (topic)? • What were three key details the author told us about this topic? 		.01

<p>CCR 3</p>	<p>RL.1.3 Describe characters, settings, and major events in a story using key details.</p> <ul style="list-style-type: none"> Who were the characters in the story? Who was the main character? Describe the main character using 3 key details from the story. What was the setting? Where (and when) did it take place? Describe the setting using 3 key details from the story. What was the problem in this story? How was this problem resolved? How do you know? What key details support your answer? What were the major events? What were the most important things that happened? (First, second, and finally, or beginning, middle, end). Describe the major events using key details from the story. 		.01
	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> How are _____ and _____ in this book alike (or different)? How are _____ and _____ in this book connected? Think about the things mentioned in this book. How could you organize these things into two categories? What would you name each category? 		.01
<p>Craft and Structure: Analyzing the Effects of Authors' Choices Understand and discuss the way(s) the author(s) said what was said.</p>			
<p>CCR 4</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <ul style="list-style-type: none"> How did this character feel when _____ happened? What word did the author use that let you know they felt this way? Find a word in this text that suggests feelings. What word tells how _____ smells (looks, tastes, etc.)? Find a word in this text that makes you think about taste, touch, smell, or hearing. <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> What do you think _____ means in this text? Why do you think the author used that word? Now as you read, it is your turn to find a word you think is interesting and ask yourself the same questions. 		.01
<p>CCR 5</p>	<p>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.</p> <p>Give student a pile of books:</p> <ul style="list-style-type: none"> Which of these books are informational? Which tell stories? How do you know which is which? <p>RI.1.5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <ul style="list-style-type: none"> Where in this book would you look to find information about _____ (what tigers eat; what makes a seed grow)? 		.01

CCR 6	<p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <ul style="list-style-type: none"> • <i>What can you learn about _____ from the pictures in this book?</i> • <i>What information can you find in the illustrations that the words don't tell us?</i> 	.01	
<p>Integration of Knowledge and Ideas: Comparing Different Presentations <i>Discuss how the ideas in a book connect to each other and to the larger world.</i></p>			
CCR 7	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <ul style="list-style-type: none"> • <i>Describe _____ using at least one detail from the story and one detail from the illustrations.</i> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <ul style="list-style-type: none"> • <i>What are the key ideas in this text? Show me one from the text and one from the illustrations.</i> 	.01	
CCR 8	<p>RI.1.8 After Read-Aloud: Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> • <i>The author is telling us that _____ (teacher supplies this). What reasons does he give to convince us?</i> 	.01	
CCR 9	<p>RL.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Give student two books on same topic:</p> <ul style="list-style-type: none"> • <i>How are these two books alike? How are they different?</i> • <i>Which do you like better? Why?</i> <p>RI.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <ul style="list-style-type: none"> • <i>What happened to _____ in this story?</i> • <i>What happened to _____ in this story (or another story)?</i> • <i>How were their experiences the same? How were they different?</i> 	.01	
2B Comprehension Total		.10	

1R Independent Reading Level Overview 2.00 - 2.49

Decode Regularly Spelled Three-Syllable Words

1R Learning Focus

Decode Three-Syllable Words

1R readers are able to sit for 30 minutes and enjoy one long picture book. Their focus is not on decoding, but on the content of the book. They are enjoying traditional tales, silly stories, poetry, and informational text. They should be given the opportunity to read picture books that come in series (e.g., Clifford, Arthur, Amelia Bedelia, Berenstain Bears). Picture books with the same characters and similar plot elements prepare 1R readers for the move into chapter books at 2R. As decoding 1R text becomes easier, silent reading will become the preferred mode. Allow students to spend enough time enjoying and engaging at the 1R level before moving them into the longer and more complicated books at the 2R level.

Key Common Core State Standards

- CCSS F.2.3b** Know spelling-sound correspondences for additional common vowel teams.
- CCSS F.2.3d** Decode words with common prefixes and suffixes.

Entry Requirements

Must be in place before earning 1R designation.

Phonics CCSS F.2.3

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

Word Recognition CCSS F.2.3f

- Recognize and read grade-appropriate irregularly spelled words.

Comprehension CCSS F.2.4/ RL/1.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Exit Requirements

Must be in place before earning 2R designation.

Phonics CCSS F.2.3e

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

Comprehension CCSS F.2.4/ RL/1.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

1R Independent Reading Level Assessment 2.00 - 2.49

Entry Requirements: Cumulative Record

Student _____ Teacher _____ Room _____ Date Started _____ Date Completed _____

	Evidence/Date		Date Completed
	Scores	Dates	
Phonics CCSS F.2.3	Decode Most Regular 3-Syllable Words Decode most 3-syllable words that follow a regular vowel pattern (<i>wonderful</i>).	See Phonics Survey on page 101. Minimum score of 20.	
	Word Recognition CCSS F.2.3f	Read 1R Tricky Words Recognize and read 1R irregularly spelled words.	See Tricky Words on page 102. Minimum score of 30.
Comprehension CCSS F.2.4 CCSS RL/1.2.1	Read and Comprehend Unfamiliar 1R Text Apply Foundational Skills (Word-Solving) Use a combination of decoding skills, sight words, and context clues to read 1R text with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense. Apply Reading Standards (Comprehension) Determine what a 1R text says explicitly and makes logical inferences from it.	See Cold Read Record on page 103. Minimum score of 6 on one Cold Read Text.	
		Scores	Titles
			2.00

Always make a copy of the above entry for the 2.00 books.

1R Comprehension

Reading Standards for Literature and Informational Text

Proficiency in the standards below must be demonstrated while reading independently in 1R level text. In order to advance to 2R, students must earn .20 Comprehension Points. Do not score students higher than .20 for Comprehension. Students work on the same comprehension standards in 1R and 2R so whatever standard they have not mastered in 1R should be completed in 2R.

View Ideas and Details: Using Text Evidence to Support Conclusions (Ideas and Details)	Evidence Date	Points
<p>Read actively and demonstrate an obvious understanding of the text (laugh at the funny parts, comment on the material, make personal connections) without prompting.</p>		✓
<p>CCR 1</p> <p>RL/1.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • Who, what, when, where, why, how.....? • Show me in the text where you got your answer. • Now you ask me a question about something in the text. 		✓
<p>CCR 2</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <ul style="list-style-type: none"> • Retell the story to me. Include: title, main character, the problem, and the solution. • What is a fable? Give me an example of one. • What is a folktale? Give me an example of one. • What is a moral? Give me an example of one. • Retell a fable or folktale, including: <ul style="list-style-type: none"> • Title and main character • Problem and solution • Central message, lesson, or moral 		.02
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <ul style="list-style-type: none"> • What was this text mainly about (the topic)? • What were three of the most important things the author told us about this topic? • What was the topic of this paragraph? 		.02

CCR 3	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <ul style="list-style-type: none"> • What challenge or major events did the main character face? • How did he or she respond to this challenge? • Did he or she grow or change in response to this challenge? • Describe a challenge/major event that a character in this story faced and explain how he or she responded to it. Include how the character learned or grew as a result, if appropriate. 	.02	
3	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <ul style="list-style-type: none"> • What were the major events, ideas, or steps in this text? • Based on what you just read, how are these historical events (____ and ____) related to each other? • Based on what you just read, how are these two scientific ideas (____ and ____) related to each other? • Based on what you just read, explain the steps in making a ____ and how they are connected. 	.02	
CCR 4	<p>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.</p> <ul style="list-style-type: none"> • Define and give an example of: regular beats, alliteration, rhyme, repeated lines. • What do we mean by "rhythm" in a poem, song, or story? • How do the words in this poem, song, or story supply rhythm? • How does that rhythm add to the meaning of the poem, song, or story? • What do you think this word means? Why do you think the author chose this word instead of (synonym)? How does this word add to the meaning of the story/poem/song? <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a 1R topic or subject area.</p> <ul style="list-style-type: none"> • What does ____ mean? What does it have to do with this topic or subject area? 	.02	
CCR 5	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <ul style="list-style-type: none"> • Describe the beginning of the story and how it sets up the action or the problem of the story. • Tell major events that occur and how they contribute to the overall structure of the story (rising action, climax, falling action). • Describe the ending and how it concludes the action or resolves the problem. <p>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.</p> <ul style="list-style-type: none"> • Ask student to show you the above features, where appropriate, in his text. • Where in this book would you look to find information about ____ (what tigers eat, what makes a seed grow)? How do you know? 	.02	

CCR 6	<p>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.</p> <ul style="list-style-type: none"> • Ask student to read dialogue aloud, taking different voices for different characters. • Ask student to explain the differences between the characters' points of view on what is happening. 		.02
6	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <ul style="list-style-type: none"> • Why do you think the author wrote this book? What did he/she want to answer, explain, or describe? What did he/she want us to know? Why? What evidence do you have for your answer? 		.02
<p>Integration of Knowledge and Ideas: Combining Different Presentations <small>Combining different media and formats, such as video, audio, or interactive digital content, to enhance learning or to present information differently to learners.</small></p>			
CCR 7	<p>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.</p> <ul style="list-style-type: none"> • What does this illustration teach you about ___ (character, setting, or plot)? 		.02
7	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <ul style="list-style-type: none"> • How does this diagram teach us about ___ (the life cycle of a bee; the water cycle; what wolves eat)? 		.02
CCR 8	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <ul style="list-style-type: none"> • The author is telling us that _____. What reasons does he give to convince us? 		.02
CCR 9	<p>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.</p> <p>Give student two books that tell the same story/legend.</p> <ul style="list-style-type: none"> • How is this story the same in both books? How is the story different? • Which do you like better and why? 		.02
CCR 9	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Give student two books on the same topic.</p> <ul style="list-style-type: none"> • What does the author most want us to remember from this first book? • What does the author most want us to remember from this second book? • How are they alike? How are they different? • Which do you like better and why? 		.02
<p>Speaking and Listening: Analyzing a Topic, Text, or Issue <small>Analyzing a topic or text, and making connections to other knowledge and experiences.</small></p>			
			.20

2R Learning Focus

Finish 1 Chapter Book Each Week

2R readers begin 2R as picture book readers and leave as chapter book readers. They develop the habit of silent reading, the ability to sustain interest across sittings, and finally, the chapter book reading habit, where they must engage and understand without the aid of illustrations. Students should not leave 2R until they are successfully reading (and finishing) at least one chapter book a week.

Decode All Multisyllabic and Irregularly Spelled Words Familiar from Everyday Speech

2R readers are able to try various vowel/consonant sounds in unfamiliar words until they recognize the word from everyday speech. 2R books are full of irregularly spelled words, multisyllabic words, and special vowel spellings, but all of the words in 2R books should be familiar to readers from their oral language (e.g., *gigantic, scientist*). Their use of decoding and context clues allows the 2R readers to get close enough to the pronunciation of any word so that as they try different possible pronunciations, they recognize one. Expect 2R readers to be able to approximate pronunciation of difficult names.

Entry Requirements

Must be in place before earning 2R designation.

Phonics CCSS F.2.3e

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

Comprehension CCSS F.2.4/ RL/1.2.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

Key Common Core State Standards

CCSS RL/1.2.10 By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS F.2.3e Identify and read words with inconsistent but common spelling-sound correspondences (*body, cloth, ton*).

Exit Requirements

Must be in place before earning Wt designation.

Academic Vocabulary CCSS RL/1.3.4

- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c

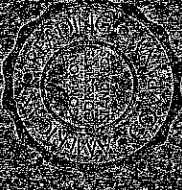
- Decode multisyllable words.

Comprehension CCSS RL/1.3.1

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

Range of Reading CCSS RL/1.3.10

- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.



2R Independent Reading Level Assessment 2.50 - 2.99

Entry Requirements: Cumulative Record

Student _____ Teacher _____ Room _____ Date Started _____

2R Entry Requirements

	Evidence/Date		Date Completed
	Scores	Dates	
<p>Phonics CCSS F.2.3</p> <p>Decode Almost Any Word Familiar From Everyday Speech Decode almost any word familiar from speech, including multisyllabic and irregularly spelled words, diphthongs, special vowel spellings, common prefixes and suffixes, plurals, and names.</p>	<p>See Tricky Phonics Check on page 119. Minimum score of 20.</p>		
<p>Comprehension CCSS F.2.4 CCSS RL/1.2.1</p> <p>Read and Comprehend Unfamiliar 2R Text Apply Foundational Skills (Word-Solving) Use a combination of decoding skills, sight words, and context clues to read 2R text with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense.</p> <p>Apply Reading Standards (Comprehension) Determine what a 2R text says explicitly and make logical inferences from it.</p>	<p>See Cold Read Record on page 120. Minimum score of 6 on one Cold Read Text.</p>		
			2.50

Assessment is a confidential part of the above entry requirements with 2.50 points

2R Comprehension

Reading Standards for Literature and Informational Text

Proficiency in the standards below must be demonstrated while reading independently in 2R-level text. In order to advance to Wt, students must earn .20 Comprehension Points. Do not score students higher than .20 for Comprehension as students work on the same comprehension standards in 1R and 2R.

Key Ideas and Details: using text evidence to support conclusions (single-paragraph, short story, and fables/tales are not used)	Evidence/Date	Points
<p>Read actively and demonstrate an obvious understanding of the text (laugh at the funny parts, comment on the material, make personal connections) without prompting.</p>		✓
<p>CCR 1</p> <p>RI.1.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • Who, what, when, where, why, how....? • Show me in the text where you got your answer. • Now you ask me a question about something in the text. 		✓
<p>CCR 2</p> <p>RI.2.1 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <ul style="list-style-type: none"> • Retell the story to me. Include: title, main character, the problem, and the solution. • What is a fable? Give me an example of one. • What is a folktale? Give me an example of one. • What is a moral? Give me an example of one. • Retell a fable or folktale, including: <ul style="list-style-type: none"> • Title and main character • Problem and solution • Central message, lesson, or moral 		.02
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <ul style="list-style-type: none"> • What was this text mainly about (the topic)? • What were three of the most important things the author told us about this topic? • What was the topic of this paragraph? 		.02

<p>CCR 3</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <ul style="list-style-type: none"> • <i>What challenge or major events did the main character face?</i> • <i>How did he or she respond to this challenge?</i> • <i>Did he or she grow or change in response to this challenge?</i> • <i>Describe a challenge/major event that a character in this story faced and explain how he or she responded to it. Include how the character learned or grew as a result, if appropriate.</i> 		.02
<p>CCR 3</p>	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <ul style="list-style-type: none"> • <i>What were the major events, ideas, or steps in this text?</i> • <i>Based on what you just read, how are these historical events (____, ____ and ____) related to each other?</i> • <i>Based on what you just read, how are these two scientific ideas (____ and ____) related to each other?</i> • <i>Based on what you just read, explain the steps in making a ____ and how they are connected.</i> 		.02
<p>CCR 4</p>	<p>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.</p> <ul style="list-style-type: none"> • <i>Define and give an example of: regular beats, alliteration, rhyme, repeated lines.</i> • <i>What do we mean by "rhythm" in a poem, song, or story?</i> • <i>How do the words in this poem, song, or story supply rhythm?</i> • <i>How does that rhythm add to the meaning of the poem, song, or story?</i> • <i>What do you think this word means? Why do you think the author chose this word instead of (synonym)? How does this word add to the meaning of the story/poem/song?</i> 		.02
<p>CCR 4</p>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a 2R topic or subject area.</p> <ul style="list-style-type: none"> • <i>What does ____ mean? What does it have to do with this topic or subject area?</i> 		.02
<p>CCR 5</p>	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <ul style="list-style-type: none"> • <i>Describe the beginning of the story and how it sets up the action or the problem of the story.</i> • <i>Tell major events that occur and how they contribute to the overall structure of the story (rising action, climax, falling action).</i> • <i>Describe the ending and how it concludes the action or resolves the problem.</i> 		.02
<p>CCR 5</p>	<p>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.</p> <ul style="list-style-type: none"> • <i>Ask student to show you the above features, where appropriate in his text.</i> • <i>Where in this book would you look to find information about ____ (what tigers eat, what makes a seed grow)? How do you know?</i> 		.02

CCR 6	<p>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.</p> <ul style="list-style-type: none"> • Ask student to read dialogue aloud, taking different voices for different characters. • Ask student to explain the differences between the characters' points of view on what is happening. 	.02
6	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <ul style="list-style-type: none"> • <i>Why do you think the author wrote this book? What did he/she want to answer, explain, or describe? What did he/she want us to know? Why? What evidence do you have for your answer?</i> 	.02
Integration of Knowledge and Ideas - Comparing Different Presentations <small>Students may be asked to compare two or more different presentations.</small>		
CCR 7	<p>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.</p> <ul style="list-style-type: none"> • <i>What does this illustration teach you about ____ (character, setting, or plot)?</i> 	.02
7	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <ul style="list-style-type: none"> • <i>How does this diagram teach us about ____ (the life cycle of a bee; the water cycle; what wolves eat)?</i> 	.02
CCR 8	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <ul style="list-style-type: none"> • <i>The author is telling us that _____. What reasons does he give to convince us?</i> 	.02
CCR 9	<p>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.</p> <p>Give student two books that tell the same story/legend.</p> <ul style="list-style-type: none"> • <i>How is this story the same in both books? How is the story different?</i> • <i>Which do you like better and why?</i> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Give student two books on the same topic.</p> <ul style="list-style-type: none"> • <i>What does the author most want us to remember from this first book?</i> • <i>What does the author most want us to remember from this second book?</i> • <i>How are they alike? How are they different?</i> • <i>Which do you like better and why?</i> 	.02
21st Century Literacy Skills - 21st Century Literacy Skills 21st Century Literacy Skills - 21st Century Literacy Skills 21st Century Literacy Skills - 21st Century Literacy Skills		



Wt Independent Reading Level Overview Notice and Acquire Academic Vocabulary

3.00 - 3.99

Wt Learning Focus

Notice and Acquire Academic Vocabulary

Wt-level books include academic vocabulary, language not normally used in everyday speech (e.g., *exclaimed, cautiously*). For many students this is truly a foreign language. Students who arrive at the Wt level with a vast background of listening to higher-level books will already have much of this vocabulary. Students who have not been read to will not. Students acquire academic vocabulary through immersion in text, the same way they acquired their speaking vocabulary through immersion in oral language. Wt books have 1-2 academic words and/or phrases per chapter-book size page of text. Wt readers must spend enough time reading at the Wt level to acquire the 1,500 new academic vocabulary words expected of proficient third-grade readers. This is entirely different and unrelated to decoding. At the Wt level, the major focus is on noticing these academic words and learning them through immersion in reading.

Finish One Chapter Book Each Week

Wt readers continue to develop silent reading fluency, the ability to sustain interest across sittings, and the chapter book reading habit. Students should not leave Wt unless they are successfully reading (and finishing) at least one Wt chapter book a week.

Entry Requirements

Must be in place before earning Wt designation.

Academic Vocabulary CCSS RL/1.3.4

- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c

- Decode multisyllable words.

Comprehension CCSS RL/1.3.1

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

Range of Reading CCSS RL/1.3.10

- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.

Key Common Core State Standards

CCSS 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*).

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

CCSS RL.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root.

Exit Requirements

Must be in place before earning Bk designation.

Academic Vocabulary in Current Schema CCSS L.4.6

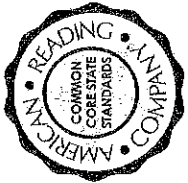
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Comprehension CCSS RL/1.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/1.4.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Wt Independent Reading Level Assessment 3.00 - 3.99

Entry Requirements: Cumulative Record

Student _____

Teacher _____

Room _____

Date Started _____

Wt Entry Requirements

	Evidence/Date	Date Completed
Vocabulary CCSS RL/1.3.4 Notice and Define Academic and Technical Vocabulary Notice unfamiliar academic and domain-specific vocabulary while reading and provide a word or phrase that could be substituted for the unfamiliar word while retaining the meaning of the sentence.	See Vocabulary Check on page 137. Minimum score of 4.	
Phonics CCSS F.3.3c Decode Every Word Encountered in Wt Text Use rules of syllabication to approximate the pronunciation of any word, including difficult names.	See Phonics Gap Locator on page 138. Minimum score of 30.	
Comprehension CCSS RL/1.3.1 Read and Comprehend Unfamiliar Wt Text Determine what a text says explicitly and make logical inferences from it. Interpret vocabulary and figurative language in context.	See Cold Read Record on page 139. Minimum score of 9 on one Cold Read Text.	
Range of Reading CCSS RL/1.3.10 Demonstrate Ability to Finish a Wt Chapter Book Read and finish a Wt novel, demonstrating comprehension and a command of the vocabulary used in the text.	After reading a Wt chapter book, student is able to tell what problem the main character faced and how the problem was resolved.	
Range of Reading CCSS RL/1.3.10 Demonstrate Ability to Read and Comprehend Wt Informational Text Read a Wt informational text, demonstrating comprehension and a command of the vocabulary used in the text.	After reading a Wt informational text, student is able to tell what s/he learned and show where in the text s/he learned that information.	
A reader who is proficient at all of the above enters Wt with 3.00 points.		3.00



Wt Comprehension

Reading Standards for Literature and Informational Text

In order to advance to Bk, students must earn a total of .48 from any combination of the standards below, demonstrated during/after reading independently in Wt-level materials.

Key Ideas and Details: Using Text Evidence to Support Conclusions		Evidence/Date	Points
Understand, think about, and discuss what the author said.			
CCR 1	<p>Demonstrate background knowledge of a Wt-level reader, familiar with 90-100% of the vocabulary and enough of the world knowledge found in Wt-level books to ensure basic comprehension (e.g., third-grade level math, science, and social studies concepts). (Extensive reading and life experiences are required to remediate if this is a problem, not decoding or thinking skills.)</p> <p>RI.1.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> Who, what, when, where, why, how...? Show me in the text where you got your answer. Now you ask me a question. 		✓
	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <ul style="list-style-type: none"> Recount the story to me. Include: title, main character, the problem, and the solution. What is a fable? A folktale? A myth? What is a central message, lesson, or moral? Retell a fable, folktale, or myth including: <ul style="list-style-type: none"> Title, setting, main character, problem, solution Central message, lesson, or moral 3 Key details that conveyed the central message, lesson, or moral 		.03
CCR 2	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ul style="list-style-type: none"> What do we mean by main idea? (Main idea is not the same as the topic. The main idea is either the author's informational summary statement or opinion/position on the topic.) What is the main idea of this text? What key details does the author use to support her main idea? 		.03
	<p>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.</p> <ul style="list-style-type: none"> Describe a character in this story. Include their traits, motivations, and feelings. Explain how this character's actions contributed to the sequence of events in the story. 		.03
CCR 3	<p>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.</p> <ul style="list-style-type: none"> Time/Sequence: Using "first, second, third," describe the sequence of events (or steps) in the text. Concept/Scientific Ideas/Cause and Effect: Using the words "because, since, as a result," explain how two ideas in the text are related. 		.03

Craft and Structure: Analyzing the Effects of Authors' Choices

Understand and discuss the way(s) the author(s) said what was said.

<p>CCR 4</p>	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <ul style="list-style-type: none"> • Find a word you never use in your speech, or that you never saw before. • What do you think it probably means? Why? • Read the sentence again, but this time, put a word or phrase in place of the new word, without changing the meaning of the sentence. • Find a word or phrase that doesn't mean what it literally says (e.g., The new student began to come out of her shell). 	<p>.03</p>	
<p>CCR 5</p>	<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Wt-level topic or subject area. (Same as above)</p>	<p>.03</p>	
<p>CCR 5</p>	<p>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.</p> <ul style="list-style-type: none"> • Define and show an example of: chapter, scene, stanza. • Where does this chapter/scene/stanza fit into the story structure (introduction, rise in action, climax, fall in action/resolution, conclusion)? • Using a story, drama, or poem, describe how each successive part (chapter, scene, stanza) builds on the ones before it. 	<p>.03</p>	
<p>CCR 6</p>	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <ul style="list-style-type: none"> • Using the book you are reading, show how you can use text features to locate information quickly. 	<p>.03</p>	
<p>CCR 6</p>	<p>Distinguish among common forms of literature (e.g., poetry, novel, short story, biography, drama) using knowledge of their structural elements.</p> <ul style="list-style-type: none"> • Is this book fiction or informational? How can you tell? • What kind of literature is this? How can you tell? 	<p>.03</p>	
<p>CCR 6</p>	<p>RI.3.6 Distinguish their own point of view from that of the narrator, the characters or the author.</p> <ul style="list-style-type: none"> • Who is the narrator or speaker in this story? • What is the narrator's point of view (perspective, position, bias) on the events? What details in the text support your answer? • Describe the point of view of two of the characters on the same events. • What do you think the author's point of view might be? • What is your point of view on these events? • Describe how your point of view is different from that of the narrator, the characters, or the author. 	<p>.03</p>	
<p>CCR 6</p>	<p>RI.3.6 Support a critical evaluation of author's craft.</p> <ul style="list-style-type: none"> • What does the author do to make the material clear or interesting? 	<p>.03</p>	

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Integration of Knowledge and Ideas: Comparing Different Presentations

Discuss how the ideas in a book connect to each other and to the larger world.

<p>CCR 7</p>	<p>RI.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <ul style="list-style-type: none"> How do the illustrations words actually say in this story? How would the story be different without the illustrations? With a different illustrator? What do we mean by the "mood" of a story? How do the illustrations in this text contribute to the mood of the story? 	<p>.03</p>																															
<p>CCR 8</p>	<p>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). (Same as above.)</p> <p>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).</p> <ul style="list-style-type: none"> What are some different ways authors organize their ideas? Define them: compare/contrast, cause/effect, chronological/sequential order, description, etc. How does this author organize his/her text? What evidence do you have to support your answer? Which is the topic sentence? How are the other sentences in that paragraph related to this one? What is the main idea of this paragraph? How does the next paragraph relate to it? Describe the connection between these sentences/paragraphs in this text. How do they relate to each other? To the organization of the text? 	<p>.03</p>																															
<p>CCR 9</p>	<p>Provide examples of facts and opinions in text.</p> <ul style="list-style-type: none"> Does the author state any opinions? Show me. Give me an example of an opinion in the book. Give me an example of a fact. <p>Differentiate essential from non-essential information.</p> <ul style="list-style-type: none"> Give me an example of essential information. Give me an example of non-essential information. <p>RI.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).</p> <ul style="list-style-type: none"> Given two books from the same series, or about similar characters, create a matrix chart comparing them. 	<p>.03</p>	<table border="1" data-bbox="1136 913 1274 1606"> <thead> <tr> <th></th> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td>Main Character</td> <td></td> <td></td> </tr> <tr> <td>Minor Character</td> <td></td> <td></td> </tr> <tr> <td>Setting</td> <td></td> <td></td> </tr> <tr> <td>Plot</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1323 913 1461 1606"> <thead> <tr> <th></th> <th>Book A</th> <th>Book B</th> </tr> </thead> <tbody> <tr> <td>Main Idea</td> <td></td> <td></td> </tr> <tr> <td>Support #1</td> <td></td> <td></td> </tr> <tr> <td>Support #2</td> <td></td> <td></td> </tr> <tr> <td>Support #3</td> <td></td> <td></td> </tr> </tbody> </table>		Similarities	Differences	Main Character			Minor Character			Setting			Plot				Book A	Book B	Main Idea			Support #1			Support #2			Support #3		
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<p>Wt Comprehension Total</p>		<p>.48</p>																															



Bk Independent Reading Level Overview

Acquire a Series Reading Habit

4.00 - 4.99

Bk Learning Focus

Acquire a Series Reading Habit

Bk-level readers really get hooked on reading. This is when silent reading takes off and readers will sit and read for long periods of time, reluctant to stop because they want to find out what happens next. Bk is the level where good readers binge on junky series books (e.g., *Goosebumps*, *Diary of a Wimpy Kid*, Matt Christopher's sports fiction). This should be encouraged because it builds fluency, silent reading speed, endurance, and the habit of reading. Literary taste will come with experience. Require Bk-level readers to demonstrate their proficiency in both fiction and nonfiction, but otherwise let them indulge their passions. The levels that follow require students to broaden their reading into new genres. Take advantage of page-turners to have students master the narrative form: characters, settings, dialogue, point of view, theme, etc., in both reading and writing.

This is also the first level where students must have already acquired an academic vocabulary of at least 1,500 words. In Bk text, the vocabulary demands are increasing, with 3–5 words and/or phrases on a typical chapter book page not familiar from everyday speech. Be sure readers can define those words either from past reading experience or through the use of context clues. Bk-level readers should finish a Bk chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS F.4.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Entry Requirements

Must be in place before earning Bk designation.

Academic Vocabulary in Current Schema CCSS 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 and that are basic to a particular topic.

Comprehension CCSS RL/I.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/I.4.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Exit Requirements

Must be in place before earning Or designation.

Academic Vocabulary in Current Schema CCSS L.5.6

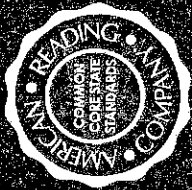
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Comprehension CCSS RL/I.5.1

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading CCSS RL/I.5.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.



Bk Independent Reading Level Assessment 4.00 - 4.99

Entry Requirements: Cumulative Record

Student _____ Teacher _____ Room _____ Date Started _____

Bk Entry Requirements

	Evidence/Date	Date Completed
Academic Vocabulary in Current Schema CCSS L.4.6 Demonstrate Command of an Academic Vocabulary of Approximately 1,500 Words Have approximately 1,500 academic vocabulary words in reading vocabulary available for comprehending Bk level text.	See Academic Vocabulary in Current Schema on page 159. Minimum score of 5.	
Comprehension CCSS RL/1.4.1 Read and Comprehend Unfamiliar Bk Text Determine what a text says explicitly and make logical inferences from it.	See Cold Read Record on page 160. Minimum score of 9 on one Cold Read Text.	
Range of Reading CCSS RL/1.4.10	Demonstrate Ability to Finish a Bk Chapter Book Read and finish a Bk novel, including demonstrating comprehension and a command of the vocabulary used in the text.	After reading a Bk chapter book, student is able to tell what problem the main character faced and how the problem was resolved.
	Demonstrate Ability to Read and Comprehend Bk Informational Text Read a Bk informational text, including demonstrating comprehension and a command of the vocabulary used in the text.	After reading a Bk informational text, student is able to tell what s/he learned and show where in the text s/he learned that information.

A reader who is proficient at all of the above enters Bk with 4.00 points.

Bk

4.00



Bk Comprehension

Reading Standards for Literature and Informational Text

Proficiency in the standards below must be demonstrated while reading independently in Bk level text. In order to advance to Or, students must earn .48 Comprehension Points.

Key Ideas and Details: Using text Evidence to Support Conclusions

Understand, think about, and discuss what the author said

		Evidence/Date	Points
	Demonstrate background knowledge of a Bk-level reader, familiar with 90-100% of the vocabulary and enough of the world knowledge found in Bk-level books to ensure basic comprehension (e.g., 4th-grade level math, science, and social studies concepts).		✓
CCR 1	<p>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.</p> <ul style="list-style-type: none"> • Explain what this text says explicitly. • What does the author suggest without saying it explicitly? • Show me a detail or example in the text that supports your answer. • What does it mean to "make an inference"? (To use clues in the text to draw a conclusion about something that the author implies, but does not state directly.) • Give me an example of an inference you made while reading this text. Explain what specific details or examples in the text made you think this. 		✓
CCR 2	<p>RI.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <ul style="list-style-type: none"> • What do we mean by theme? (Theme is a lesson, message, or moral in literary text.) • What challenge or conflict did the main character face? How was this conflict resolved? What lesson did the character learn? What theme can you infer from this? • What was a theme of this story, drama, or poem? What details from the text support your theme? • What is a summary? • Summarize this text, including: <ul style="list-style-type: none"> • Title, setting, main character, central conflict or, for poetry title, topic, speaker • Theme (central message, lesson, or moral) • 3 key details (conflict, resolution) that convey this theme <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • What do we mean by main idea? (Main idea is not the same as the topic. The main idea is either the author's informational summary statement or opinion/position on the topic.) • What is the main idea of this text? • What key details does the author use to support her main idea? • Summarize this text, including: <ul style="list-style-type: none"> • Title, author, topic • Main idea • 3 key details the author used to support his main idea 		.03

CCR 3	<p>RL.4.3 Describe in depth a character, setting, or event in the story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <ul style="list-style-type: none"> • Describe in depth a character in this story or drama. Use specific details from the character's thoughts, words, and actions as evidence in your description. • Describe in depth a setting in this story or drama. Use specific details from the text as evidence in your description. • Describe in depth an event in this story or drama. (Include where the event falls in the plot structure.) Use specific details from the text as evidence in your description. 		.03
3	<p>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.</p> <ul style="list-style-type: none"> • Tell what happened and why it happened. • Time/Sequence: Using the words "first, second, third," describe the sequence of events (or steps) in the text. Explain why this order matters. • Concept/Scientific Ideas/Cause and Effect: Using the words "because, since, as a result," explain how two ideas in the text are related. Explain why this relationship matters. 		.03
<p>Craft and Structure: Analyzing the Effects of Authors' Choices Understand and discuss the way(s) the author(s) said what was said.</p>			
CCR 4	<p>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., Hercules).</p> <ul style="list-style-type: none"> • Find a word you never use in your speech, or that you never saw before. What do you think it means? Why? • Read the sentence again, but this time, put a word or phrase in place of the new word without changing the meaning of the sentence. 		.03
CCR 4	<p>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.</p> <ul style="list-style-type: none"> • Find a word you never use in your speech, or that you never saw before. What do you think it means? Why? • Read the sentence again, but this time, put a word or phrase in place of the new word without changing the meaning of the sentence. 		.03
CCR 5	<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <ul style="list-style-type: none"> • Define and show an example of: poetry, drama, prose. • Is this text a poem, drama/play, or story? How do you know? • Define and give an example of the following structural elements of poetry: verse, rhythm, meter, line. • Define and give an example of the following structural elements of drama: cast of characters, settings, scenes, act descriptions, dialogue, stage directions. • Explain the major structural differences among poetry, prose (stories), and drama (plays)? How can you tell one form from the others? 		.03
5	<p>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.</p> <ul style="list-style-type: none"> • What are some different ways authors structure a text/organize their ideas? Define them: compare/contrast, cause/effect, chronological/sequential order problem/solution, etc. • How does this author structure the text? What evidence do you have from the text to support your answer? • How does this author structure this section of the text? What evidence do you have from the text to support your answer? 		.03

	Distinguish among common forms of literature (e.g., poetry, short story, traditional tales, biography, historical fiction, science fiction) using knowledge of their structural elements. <ul style="list-style-type: none"> Is this book fiction or informational? How can you tell? What are the basic structures used? 		.03										
	Create graphic organizers to categorize and analyze information and ideas from reading (T-chart, Venn diagram, matrix chart, graph, timeline, map, cycle chart, etc.).		.03										
CCR 6	<p>RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <ul style="list-style-type: none"> Who is the narrator or speaker in this story? Is the text told in the first, second, or third person? How do you know? What is the narrator's point of view (perspective, position, bias) on the events? What details in the text support your answer? Have the student read two versions of a story where each version is narrated from a different perspective. Compare and contrast these two versions: How were the narrators' points of view the same? Different? How did their different perspectives change the story? <p>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.</p>		.03										
Integration of Knowledge and Ideas: Comparing Different Presentations Discuss how the ideas in a book connect to each other and to the larger world.													
CCR 7	<p>RI.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <ul style="list-style-type: none"> The publisher chose the cover of this book as a way to represent the whole book. What do you think of this cover? The image? The design? What specific descriptions from the text does this cover reflect or ignore? What would you have done differently? Why? Read the book of a movie you have seen. How do they compare? What specific descriptions from the text did the movie reflect or ignore? What would you have done differently in the movie? Make connections between a text and a visual or oral presentation of that text. Identify which descriptions/directions from the text the visual/oral presentation reflects and which ones it ignores. What would you have done differently? Why? <p>RI.4.7 Interpret information from graphic features (charts, graphs, diagrams, time lines, animations, interactive elements on Web pages); explain how the information contributes to an understanding of the text.</p> <ul style="list-style-type: none"> Select a graphic feature in your book. Why do you think it was included? What does it add to the text? 		.03										
CCR 8	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> The main thing the author is telling us is that _____. What reasons does he give to convince us? 		.03										
CCR 9	<p>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.</p> <ul style="list-style-type: none"> Given two traditional tales, create a T-chart comparing them. <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Find at least two books on _____. See how much you can learn about _____. Become an expert.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Similarities</th> <th style="width: 50%;">Differences</th> </tr> </thead> <tbody> <tr> <td>Characters</td> <td></td> </tr> <tr> <td>Setting</td> <td></td> </tr> <tr> <td>Plot Events</td> <td></td> </tr> <tr> <td>Theme/Moral</td> <td></td> </tr> </tbody> </table>	Similarities	Differences	Characters		Setting		Plot Events		Theme/Moral		.03
Similarities	Differences												
Characters													
Setting													
Plot Events													
Theme/Moral													
Bk Comprehension Total Bk			.48										

Common Core State Standards for Grade 1 ↔ Primary Mathematics U.S. Edition

Operations and Algebraic Thinking	1.OA
Represent and solve problems involving addition and subtraction.	
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1A Unit 2: Number Bonds 1A Unit 3: Addition 1A Unit 4: Subtraction 1A Unit 6 ch 2: Addition and Subtraction See 1A workbook pp. 61-66, 110, 176 1B workbook pp. 36, 183-184, 05-208
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1B Unit 3 ch 4: Adding Three Numbers See Teacher's Guide 1B Lesson 13.4a
Understand and apply properties of operations and the relationship between addition and subtraction.	
3. Apply properties of operations as strategies to add and subtract.	1A Unit 2: Number Bonds 1A Unit 3 ch 2: Addition with Number Bonds 1A Unit 4 ch 2: Methods of Subtraction 1B Unit 3 ch 4: Adding Three Numbers See Teacher's Guide Lessons 3.2c-d, 13.4a
4. Understand subtraction as an unknown-addend problem.	1A Unit 2: Number Bonds 1A Unit 4 ch 2: Methods of Subtraction See Teacher's Guide Lessons 2.1e-f, 4.1c-d
Add and subtract within 20.	
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1A Unit 3 ch 3: Other Methods of Addition 1A Unit 4 ch 2: Methods of Subtraction
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	1A unit 6 ch 2: Addition and Subtraction See Teacher's Guide 1A Lessons 2.6a-e
Work with addition and subtraction equations.	
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	Not explicitly covered. 1A unit 6, ch 2: Addition and Subtraction See Teacher's Guide 1A Lessons 2.6a-e
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	1A Unit 4, ch 2: Methods of Subtraction See Teacher's Guide Lessons 4.1c-d 1A textbook p. 38 1A workbook p. 46, 56, 130
Number and Operations in Base Ten	1.NBT
Extend the counting sequence.	
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Numbers to 100 only since base-10 is emphasized. 1B Unit 8: Numbers to 100

Understand place value.	
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
a. 10 can be thought of as a bundle of ten ones — called a “ten.”	1B Unit 3 ch 2: Tens and Ones 1B Unit 8 ch 1: Tens and Ones
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	1A Unit 6 ch 1: Counting and Comparing
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	1B Unit 3 ch 2: Tens and Ones 1B Unit 8 ch 1: Tens and Ones
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Greater than and less than symbols not covered until 2A. 1B Unit 8 ch 4: Comparing Numbers
Use place value understanding and properties of operations to add and subtract.	
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1B Unit 3 ch 3: Addition and Subtraction 1B Unit 8 ch 5: Addition within 100 1B Unit 8 ch 6: Subtraction within 100
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1B Unit 3 ch 2: Tens and Ones 1B Unit 8 ch 3: Order of Numbers
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1B Unit 8 ch 3: Order of Numbers 1B Unit 8 ch 6: Subtraction within 100
Measurement and Data 1.MD	
Measure lengths indirectly and by iterating length units.	
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1A Unit 8 ch 1: Comparing Length
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	1A Unit 8 ch 2: Measuring Length
Tell and write time.	
3. Tell and write time in hours and half-hours using analog and digital clocks.	1B Unit 7 ch 1: Telling Time

Represent and interpret data.	
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1B Unit 2 ch 1: Graphs (up to 4 categories)
Geometry	1.G
Reason with shapes and their attributes.	
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1A Unit 7 ch 1: Common Shapes
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Three dimensional shapes only covered with regard to naming the 2-dimensional shape of a face. 1A Unit 7 ch 1: Common Shapes
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1B Unit 6 ch 1: Making Halves and Quarters

Common Core State Standards for Grade 2 ↔ Primary Mathematics U.S. Edition

Operations and Algebraic Thinking	2.OA
Represent and solve problems involving addition and subtraction.	
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2A Unit 2: Addition and Subtracting 2B Unit 1 ch 1: Finding the Missing Number
Add and subtract within 20.	
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Mastered in 1A. Review: Teacher's Guide 2A
Work with equal groups of objects to gain foundations for multiplication.	
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Even numbers not specifically covered until 3A. Multiplication and Division by 2 is covered: 1A Unit 6 ch 1: Multiplication Table of 2
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2A Unit 5: Multiplication and Division (includes arrays of up to 40 items)
Number and Operations in Base Ten	2.NBT
Understand place value.	
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	2A Unit 1 ch 3: Hundreds, Tens and Ones
a. 100 can be thought of as a bundle of ten tens — called a "hundred."	2A Unit 1 ch 3: Hundreds, Tens and Ones
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	2A Unit 1 ch 3: Hundreds, Tens and Ones
2. Count within 1000; skip-count by 5s, 10s, and 100s.	2A Unit 1 ch 3: Hundreds, Tens and Ones 2B Unit 2 ch 2: Multiplying and Dividing by 5 2B Unit 2 ch 3: Multiplying and Dividing by 10
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2A Unit 1 ch 3: Hundreds, Tens and Ones
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	2A Unit 1 ch 2: Comparing Numbers Also see 2A textbook p. 21.

Use place value understanding and properties of operations to add and subtract.	
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2A Unit 2: Addition and Subtraction
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	2A Unit 2 ch 4: Addition with Renaming (Adding 3 numbers, includes 3-digit numbers)
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	2A Unit 2: Addition and Subtraction
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	2A Unit 1 ch 3: Hundreds, Tens and Ones
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	2A Unit 2: Addition and Subtraction
Measurement and Data 2.MD	
Measure and estimate lengths in standard units.	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2A Unit 3: Length
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Not specifically covered, though students do measure in different units (e.g., centimeters versus inches) and compare different values.
3. Estimate lengths using units of inches, feet, centimeters, and meters.	2A Unit 3: Length
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2A Unit 3: Length
Relate addition and subtraction to length.	
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2A Unit 3: Length 2B Unit 7: Graphs
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Number lines not covered as a separate topic from measurement or graphs other than counting on or back. 2B Unit 7: Graphs
Work with time and money.	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2B Unit 5: Time

<p>8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	<p>2B Unit 3 ch 1: Dollars and Cents More in 1B.</p>
<p>Represent and interpret data.</p>	
<p>9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>Not covered.</p>
<p>10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.</p>	<p>Only picture graphs at this level. 2B Unit 7: Graphs</p>
<p>Geometry 2.G</p>	
<p>Reason with shapes and their attributes.</p>	
<p>1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>2B Unit 8 ch 1: Flat and Curved Faces (Does not include pentagons and hexagons)</p>
<p>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>Arrays and counting rows and columns covered in multiplication chapters. See 2A textbook p. 78, 2B textbook p. 21</p>
<p>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>2B Unit 4: Fractions</p>

Common Core State Standards for Grade 3 ↔ Primary Mathematics U.S. Edition

Operations and Algebraic Thinking	3.OA
Represent and solve problems involving multiplication and division.	
1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	3A Unit 3: Multiplication and Division (also 2A Unit 5: Multiplication and Division)
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	3A Unit 3: Multiplication and Division (also 2A Unit 5: Multiplication and Division)
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3A Unit 3: Multiplication and Division
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	3A Unit 3: Multiplication and Division 3A unit 4: Multiplication Tables of 6, 7, 8, and 9
Understand properties of multiplication and the relationship between multiplication and division.	
5. Apply properties of operations as strategies to multiply and divide.	3A Unit 3: Multiplication and Division 3A unit 4: Multiplication Tables of 6, 7, 8, and 9
6. Understand division as an unknown-factor problem.	3A Unit 3: Multiplication and Division 3A unit 4: Multiplication Tables of 6, 7, 8, and 9
Multiply and divide within 100.	
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	3A Unit 3: Multiplication and Division 3A unit 4: Multiplication Tables of 6, 7, 8, and 9 (Multiplication tables of 2, 3, 4, 4 and 10 (including division) in Primary Mathematics 2.)
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Estimation not specifically covered. 3A Unit 2 ch 4: Two-Step Word Problems 3A Unit 3 ch 2: More Word Problems Additional word problems throughout. Symbols used for unknowns, not letters.
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	3A Unit 3: Multiplication and Division 3A unit 4: Multiplication Tables of 6, 7, 8, and 9
Number and Operations in Base Ten	3.NBT
1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Not covered.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3A Unit 2 ch 2: Adding Ones, Tens, Hundreds and Thousands 3A Unit 2 ch 3: Subtracting Ones, Tens, Hundreds and Thousands
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	3A Unit 3 ch 3: Multiplying Ones, Tens, Hundreds and Thousands (pp. 82-84)
Number and Operations—Fractions 5.NF	
Develop understanding of fractions as numbers.	
1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	3B Unit 6 ch 1: Fractions of a Whole
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Number bars used rather than number lines. Number lines in 4A.
a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	No number lines. 3B textbook pp. 65, 70 (number bars rather than number lines)
b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	No number lines. 3B textbook pp. 65, 70 (number bars rather than number lines)
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3B Unit 6 ch 2: Equivalent Fractions
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	3B Unit 6 ch 2: Equivalent Fractions
b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	3B Unit 6 ch 2: Equivalent Fractions
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	3B Unit 6 ch 2: Equivalent Fractions
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	3B Unit 6 ch 6: Fractions of a Whole Greater than and less than symbols not used.
Measurement and Data 3.MD	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	3B Unit 7 ch 1: Hours and Minutes

<p>2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>	<p>3B Unit 3: Weight 3B Unit 4: Capacity (Word problems are two-step, and multiplicative comparison problems are not excluded, as per footnote in CCSS standards: ⁷Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).)</p>
<p>Represent and interpret data.</p>	
<p>3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>3B Unit 5: Graphs</p>
<p>4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>3B Unit 5: Graphs (Data not restricted to length, bar graphs include vertical and horizontal scales marked off in appropriate units, e.g., weight in kg,)</p>
<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p>	
<p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>	
<p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p>	<p>3B Unit 9 ch 1: Area</p>
<p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	<p>3B Unit 9 ch 1: Area</p>
<p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>3B Unit 9 ch 1: Area</p>
<p>7. Relate area to the operations of multiplication and addition.</p>	<p>Not in Primary Mathematics 3 U.S. edition.</p>
<p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>	<p>4A Unit 7: Area and Perimeter</p>
<p>b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<p>4A Unit 7: Area and Perimeter</p>
<p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>	<p>4A Unit 7: Area and Perimeter</p>
<p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>4A Unit 7: Area and Perimeter</p>

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3B Unit 9 ch 2: Perimeter (Finding unknown side lengths in 4A Unit 5 ch 2: Perimeter of Rectangles)
Geometry 3.G	
Reason with shapes and their attributes.	
1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Not in Primary Mathematics 3 U.S. edition. Shapes are covered in 1 and 2 and 4, but not 3.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	3B Unit 10 ch 1: Fraction of a Whole

Common Core State Standards for Grade 4 ↔ Primary Mathematics U.S Edition

Operations and Algebraic Thinking	4.OA
Use the four operations with whole numbers to solve problems.	
1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	4A Unit 2 ch 2: Multiplication and Division of Whole Numbers (review) 3A Unit 3 ch 2: More Word Problems
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	4A Unit 2 ch 2: Multiplication and Division of Whole Numbers (review) 3A Unit 3 ch 2: More Word Problems 3B Unit 3 ch 2: Word Problems
3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	4A Unit 2 ch 2: Multiplication and Division of Whole Numbers (review) See word problems in 4A textbook p. 40, 41. Primarily review of Primary Mathematics 3: 3A Unit 3 ch 2: More Word Problems 3A Unit 4: Multiplication Tables of 6, 7, 8 and 9. 3B Unit 3 ch 2: Word Problems
Gain familiarity with factors and multiples.	
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	4A Unit 1 ch 3: Factors 4A Unit 1 ch 4: Multiples
Generate and analyze patterns.	
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Not specifically covered, other than simple numerical sequences.
Number and Operations in Base Ten	2.4.NBT
Generalize place value understanding for multi-digit whole numbers.	
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	4A Unit 1 ch 1: Numbers to 100,000
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	4A Unit 1 ch 1: Numbers to 100,000 (The symbols are not specifically used for this topics, but are used elsewhere, see 4A textbook workbook p. 61, 4B textbook p. 24 for example.)
3. Use place value understanding to round multi-digit whole numbers to any place.	4A Unit 2 ch 2: Rounding Off Numbers (Only to nearest ten or hundred.)

Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Not retaught at this level; was mastered in Primary Mathematics 3. 3A Unit 2
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4A Unit 2 ch 2: Multiplication and Division (review) 3A Unit 4: Multiplication Tables of 6, 7, 8 and 9. 4A Unit 2 ch 3: Multiplication by a 2-Digit Number
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4A Unit 2: Multiplication and Division of Whole Numbers (This is a review, so using arrays or other visual models is not revisited.) 3A Unit 3: Multiplication and Division
Number and Operations—Fractions	3 4.NF
Extend understanding of fraction equivalence and ordering.	
1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Equivalent fractions is not retaught in the textbook, except in the context of adding and subtracting fractions. There is a review in the Teacher's Guide. 3B Unit 6 ch 2: Equivalent Fractions
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Not retaught in the textbook, there is review in the Teacher's Guide. 3B Unit 6 ch 2: Equivalent Fractions
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	(Primary Mathematics 4A includes addition and subtraction of related fractions.)
3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	4A Unit 3 ch 1: Adding Fractions 4A Unit 3 ch 2: Subtracting Fractions
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	4A Unit 3 ch 1: Adding Fractions 4A Unit 3 ch 2: Subtracting Fractions 4A Unit 3 ch 4: Improper Fractions
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	4A Unit 3 ch 3: Mixed Numbers 4A Unit 3 ch 4: Improper Fractions
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	4A Unit 3 ch 1: Adding Fractions 4A Unit 3 ch 2: Subtracting Fractions

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	4A includes fraction of a set, multiplying a fraction by a whole number. 4A Unit 3 ch 5: Fraction of a Set
a. Understand a fraction a/b as a multiple of $1/b$.	4A Unit 3 ch 5: Fraction of a Set More in Teacher's Guide for this unit.
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.	4A Unit 3 ch 5: Fraction of a Set More in Teacher's Guide for this unit.
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	4A Unit 3 ch 5: Fraction of a Set
Understand decimal notation for fractions, and compare decimal fractions.	
5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	4B Unit 1 ch 1: Tenths 4B Unit 1 ch 2: Hundredths
6. Use decimal notation for fractions with denominators 10 or 100.	4B Unit 6 ch 1: Tenths 4B Unit 6: ch 2: Hundredths
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	4B Unit 1 ch 1: Tenths 4B Unit 1 ch 2: Hundredths (see 4B textbook p. 24 for use of symbols.)
Measurement and Data	4.MD
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	Conversion of measurement primarily covered in Primary Mathematics 3B.
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	3B Unit 2: Length 3B Unit 3: Weight 3B Unit 4 Capacity
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	4B Unit 3 ch 1: Multiplying Measures 4B Unit 3 ch 2: Dividing Measures Adding and subtracting measures in Primary Mathematics 3B.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	4A Unit 7: Area and Perimeter
Represent and interpret data.	
4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	This particular example is not specifically covered except as a possible data collection activity among others. Bar graphs with a scaled axis are covered. 4A Unit 4 ch 1: Bar Graphs

Geometric measurement: understand concepts of angle and measure angles.	
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	4A Unit 5: Angles Mostly measuring angles. Angles were covered in Primary Mathematics 3 3B Unit 8 ch 1: Angles 3B Unit 8 ch 2: Right Angles
b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	4A Unit 5: Angles
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	4A Unit 5: Angles
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	4A Unit 5: Angles (Additive property used in finding vertex angles, unknown angles for complementary angles.)
Geometry 4.G	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Formal definition of points, lines, and rays not covered, but the figures are used. 4A Unit 6: Perpendicular and Parallel Lines. 4B Unit 4: Symmetry
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	4B Unit 4: Symmetry
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	4B Unit 4: Symmetry

Common Core State Standards for Grade 5 ↔ Primary Mathematics Standards Edition

Operations and Algebraic Thinking	5.OA
Write and interpret numerical expressions.	
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	5A Unit 1 ch 6: Order of Operations
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Not specifically covered.
Analyze patterns and relationships.	
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	Not covered other than regular patterns. See textbook 5A p. 10
Number and Operations in Base Ten	5.NBT
Understand the place value system.	
1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	5A Unit 1 ch 1: Place Values 5A Unit 1 ch 2: Millions
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	5A Unit 1 ch 4: Multiplying by Tens, Hundreds or Thousands 5B Unit 1 ch 2: Multiplication by Tens, Hundreds or Thousands
3. Read, write, and compare decimals to thousandths.	
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$	This was covered in Primary Mathematics 4B and is not retaught here. 4B Unit 1: Decimals
b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	This was covered in Primary Mathematics 4B and is not retaught here. 4B Unit 1: Decimals
4. Use place value understanding to round decimals to any place.	This was covered in Primary Mathematics 4B and is not retaught here. 4B Unit 1: Decimals
Perform operations with multi-digit whole numbers and with decimals to hundredths.	
5. Fluently multiply multi-digit whole numbers using the standard algorithm.	5A Unit 2 ch 1: Multiplication (review) 4A Unit 2: Multiplication and Division of Whole Numbers 3A Unit 3: Multiplication and Division

6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5A Unit 2 ch 2: Division (This is division by a 2-Digit Whole Number. Division of multi-digit whole number by a 1-digit whole number using the standards algorithm covered extensively in Primary Mathematics 3A and reviewed in Primary Mathematics 4A, so arrays or other visual models no longer used.)
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5B Unit 1: Decimals 4B Unit 2: The Four Operations on Decimals (Only multiplication and division of decimal by a whole number. Does not include multiplication and division of decimal by a decimal.)
Number and Operations—Fractions	5.NF
Use equivalent fractions as a strategy to add and subtract fractions.	
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	5A Unit 3 ch 2: Addition and Subtraction of Unlike Fractions. 5A Unit 3 ch 3: Addition and Subtraction of Mixed Numbers.
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	5A textbook p. 40, see p. 41 for a visual model. Visual models more prevalent in 4A textbook, and students continue using them for word problems. Lots of word problems throughout. Estimation in adding and subtracting fractions not specifically covered.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	5A Unit 3 ch 1: Fraction and Division
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	5A unit 3 ch 4: Product of a Fraction and a Whole Number
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5A Unit 4 ch 5: Product of Fractions
5. Interpret multiplication as scaling (resizing), by:	
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	5A Unit 4 ch 5: Product of Fractions They actually do the multiplication, however.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	5A Unit 4 ch 1: Product of Fractions Multiplication of a mixed number by a whole number is covered in conversion of a mixed number measurement to a smaller measurement unit, see 5A textbook p. 46, also in 5B when converting decimal to fraction to convert measurements.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	5A Unit 3 ch 7: Word Problems
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	5A Unit 3 ch 6: Dividing a Fraction by a Whole Number
b. Interpret division of a whole number by a unit fraction, and compute such quotients.	Not covered until 6A.
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	5A Unit 3 ch 6: Dividing a Fraction by a Whole Number Division of whole number by unit fraction not covered until 6A.
Measurement and Data	5.MD
Convert like measurement units within a given measurement system.	
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5A textbook p. 46 5B Unit 1 ch 5: Conversion of Measurements
Represent and interpret data.	
2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	This specific example for collecting data and displaying and interpreting it is not covered. 5B Unit 12 Data Analysis (includes histograms, and line graphs with scaled horizontal or vertical axes)
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	5B Unit 9: Volume 4B Unit 6: Volume
b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	5B Unit 9: Volume 4B Unit 6: Volume
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5B Unit 9: Volume 4B Unit 6: Volume

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	5B Unit 9: Volume 4B Unit 6: Volume
b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5B Unit 9: Volume 4B Unit 6: Volume
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	5B Unit 9: Volume 4B Unit 6: Volume
Geometry	5.G
Graph points on the coordinate plane to solve real-world and mathematical problems.	Not covered in U.S. Edition of Primary Mathematics.
1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	
Classify two-dimensional figures into categories based on their properties.	
3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	5A Unit 6: Triangles 5A Unit 7: 4-Sided Figures (Basic attributes have been covered earlier)
4. Classify two-dimensional figures in a hierarchy based on properties.	5A Unit 6: Triangles 5A Unit 7: 4-Sided Figures

Common Core State Standards for Grade 6 ↔ Primary Mathematics Standards Edition

Ratios and Proportional Relationships	6.RP
Understand ratio concepts and use ratio reasoning to solve problems.	
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	6A Unit: Ratio
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	6A Unit 3: Ratio 5B Unit 4: Rate 6A Unit 5: Speed
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	6A Unit 3: Ratio 5B Unit 4: Rate 6A Unit 5: Speed 6B Unit 6 ch 3: Ratio 6B Unit 6 ch 5: Speed
a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Coordinate graphing not covered. Line graphs, including straight-line graphs based on a rate is covered in 5B 5B unit 5: Graphs
b. Solve unit rate problems including those involving unit pricing and constant speed.	6A Unit 5: Speed 6B Unit 6 ch 5: Speed 5B Unit 4: Rate
c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	6A Unit 4: Percentage 5B Unit 2: Percentage
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	5B Unit 1 ch 5: Conversion of Measurements
The Number System	6.NS
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	6B Unit 1 ch 1: Division
Compute fluently with multi-digit numbers and find common factors and multiples.	
2. Fluently divide multi-digit numbers using the standard algorithm.	Division is not retaught in 6, but is used frequently in word problems.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Students have been adding and subtracting decimals and multiplying and dividing decimals by a 1-digit whole number since Primary Mathematics 4, and multiplying and dividing decimals since Primary Mathematics 5. it is not retaught in 6 but is used.

<p>4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>	<p>Greatest common factor and least common multiple not specifically taught in Primary Mathematics U.S. edition. Common factors and common multiples were in Primary Mathematics 4A. Distributive property not explicitly taught, but used frequently.</p>
<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p>	<p>Negative numbers not covered in Primary Mathematics U.S. edition.</p>
<p>5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	
<p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p>	
<p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>	
<p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	
<p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	
<p>7. Understand ordering and absolute value of rational numbers.</p>	
<p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p>	
<p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>	
<p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p>	
<p>d. Distinguish comparisons of absolute value from statements about order.</p>	

8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Coordinate graphing not covered in Primary Mathematics U.S. Edition.
Expressions and Equations	6.EE
Apply and extend previous understandings of arithmetic to algebraic expressions.	
1. Write and evaluate numerical expressions involving whole-number exponents.	6A Unit 1 ch 1: Algebra
2. Write, read, and evaluate expressions in which letters stand for numbers.	
a. Write expressions that record operations with numbers and with letters standing for numbers.	6A Unit 1 ch 1: Algebra
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	6A Unit 1 ch 1: Algebra
c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	6A Unit 1 ch 1: Algebra
3. Apply the properties of operations to generate equivalent expressions.	6A Unit 1 ch 1: Algebra
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	6A Unit 1 ch 1: Algebra
Reason about and solve one-variable equations and inequalities.	
5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Algebraic equations not covered in Primary Mathematics U.S. edition.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	6A Unit 1 ch 1: Algebra
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	Algebraic equations not covered in Primary Mathematics U.S. edition.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Not covered in Primary Mathematics U.S. edition.

Represent and analyze quantitative relationships between dependent and independent variables.	
9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	Not covered in Primary Mathematics U.S. edition.
Geometry 6.G	
Solve real-world and mathematical problems involving area, surface area, and volume.	
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Area of triangles and rectangles only, area of triangles covered in 5A not repeated in 6. 5A Unit 4: Area of Triangles
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	6A Unit 4: Volume This is more challenging problems for material already covered in 5. 5B Unit 9 ch 2: Finding the Volume of a Solid
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Not covered in Primary Mathematics U.S. edition.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	6A Unit 2: Solid Figures
Statistics and Probability 6.SP	
Develop understanding of statistical variability.	Not covered in Primary Mathematics U.S. edition.
1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	

Summarize and describe distributions.	
4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	6B Unit 3 ch 1: Pie Charts 5B Unit 4 ch 1: Line Graphs Dot plots, histograms, and box plots not covered in Primary Mathematics U.S. edition.
5. Summarize numerical data sets in relation to their context, such as by:	
a. Reporting the number of observations.	
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	