A Correlation of

MY SiDEWALKS ON

SCOTT FORESMAN

READING STREET

Intensive Reading Intervention

to the

Oklahoma
Priority Academic Student Skills
Language Arts
Grades K - 5

PEARSON
C/R-49
Introduction

This document is designed to show how Pearson Scott Foresman’s, *My Sidewalks on Reading Street*, Early Reading Intervention (Kindergarten) and Intensive Reading Intervention (Grades 1-5) programs align to the *Oklahoma Priority Academic Student Skills – Language Arts*. Correlation page references are to the Teacher’s Guides.

*My Sidewalks on Reading Street, Early Reading Intervention, Kindergarten*, is a four-part early reading intervention program that requires just 30 minutes a day to improve reading achievement. The scientifically research-based program identifies at-risk children in Kindergarten and Grade 1 with an easy-to-administer Placement Test and check lists to monitor progress. Interactive, systematic instruction in Learning Letter Names and Sounds; Segmenting, Blending, and Integrating; Word Reading; and Sentence Reading provides the structure and support needed to create successful outcomes.

*My Sidewalks on Reading Street, Intensive Reading Intervention, Grades 1-5*, is designed for students who are unable to read and comprehend grade-level material and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. My Sidewalks should be used along with a scientifically research-based comprehensive classroom reading program.

INSTRUCTIONAL EMPHASIS—Emphasizing the essential elements of reading affects outcomes.

SPECIFICITY—Highly specified instruction accomplishes more than less specific instruction.

INTENSITY—Fast-paced instruction should be delivered to small groups of two to five students for at least 30 minutes a day in addition to their core instruction.

PROGRESS MONITORING—Frequent progress monitoring keeps learning on track.

Hallmarks of *My Sidewalks on Reading Street*

- An acceleration plan prioritizes skills so you teach less, more thoroughly.
- An abundance of student reading material—four selections each week—allows students to spend half their small-group time engaged in reading.
- An emphasis on oral language, vocabulary, and concept development is central to the instruction. Lessons develop deep meaning of concepts and vocabulary and elicit extended language from children. My Sidewalks on Reading Street addresses the fact that comprehension is tied to vocabulary knowledge.
- A focus on word-reading strategies for multisyllabic words at Levels C-E helps teach students to decode the words they struggle with the most.
- Alignment with *Scott Foresman Reading Street* offers consistent instructional routines and terminology. In addition, the oral language, vocabulary, and concepts developed in *My Sidewalks on Reading Street* parallel those in *Reading Street*. 
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LANGUAGE ARTS
Young children begin to develop language arts skills through the context of shared reading with quality children’s literature, shared writing, language experience, reading and writing centers.

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of texts.

Standard 1: Print Awareness - The student will understand the characteristics of written language.

1. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right).
   This skill can be observed during the Read a Storybook Activities.
   Part 4: 69, 139, 206, 266–267, 326–327

2. Identify the front cover, back cover, title page of a book and title and author.
   This skill can be observed during the Read a Storybook Activities.
   Part 4: 69, 139, 206, 266–267, 326–327

3. Follow words from left to right and from top to bottom on the printed page.
   This skill can be observed during the Read a Storybook Activities.
   Part 4: 69, 139, 206, 266–267, 326–327

4. Understand that printed materials provide information.
   Part 4: 69, 206–207, 266–267, 326–327

5. Recognize that sentences in print are made up of separate words.

6. Distinguish letters from words.
   This skill is taught throughout the program. These are some of the many examples.
   Part 2: 76, 85–86, 105–106

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Book icons ( Edwards identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
7. **Recognize and name all capital and lowercase letters of the alphabet.**
Phonemes and corresponding written letters are introduced throughout the program. These are some of the many examples.
Part 1: 78, 103, 180, 232
Part 2: 70, 109, 138, 181
Part 3: 20, 78
Capital letters are introduced in conjunction with sentence reading. These are some of the many examples.
Part 4: 9, 22, 93, 185, 218

**Standard 2:** Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

1. **Identify and produce simple rhyming pairs. Example: bat/cat**
   Part 1: 360-361
   Part 2: 72, 236

3. **Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset - /b/ in bat, Example: Rime – at in bat**
   The activities in this program focus on blending/segmenting each individual sound.

4. **Recognize ending sounds in spoken words. Example: /t/ in bat**
   Many activities in Part 1 and Part 2 involve recognizing ending sounds. These are some of the many examples.
   Part 1: 306, 316, 326, 336, 346, 355
   Part 2: 30, 40, 50, 87

5. **Recognize the same sounds in different words. Example: /b/ in ball, big, and bun**
   This skill is taught throughout the program when new phonemes are introduced. These are some of the many examples.
   Part 1: 19, 51, 99, 153, 203, 255
   Part 2: 59, 115, 177, 239

6. **Begin to blend phonemes to form a word. Example: /b/ /a/ /t/ = bat**
   This skill is taught throughout Part 2 and Part 3. Some of the many examples are listed.
   Part 2: 271, 281, 291
   Part 3: 5, 29, 41, 75, 85, 97, 109

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7. Begin to segment phonemes of one syllable words. Example: bat = /b/ /a/ /t/ 
The focus of Part 2 is Segmenting, Blending, and Integrating. Some of the many 
examples are listed. 
Part 2: 4, 49, 60, 76, 95, 105, 116, 126, 136, 155–156

Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply 
sound-symbol relationships.

1. Identify the alphabet by name. 
All lessons include alphabetic activities that reinforce letter names and sounds. 
These are some of the many examples. 
Part 1: 61, 102, 129, 231, 265 

2. Identify the alphabet by sound. 
All lessons include alphabetic activities that reinforce letter names and sounds. 
These are some of the many examples. 
Part 3: 64, 52, 84, 160, 178 
Part 4: 42, 89, 146, 180, 214

Standard 5: Fluency - The student will demonstrate the ability to identify words in text.

2. Recognize some words by sight, including a few very common ones (e.g., a, 
the, I, my, you, is, are). 
Part 4: 18, 30, 43, 69, 78, 90, 102, 115, 126, 139, 147, 157, 169, 181, 193, 205

Standard 6: Comprehension - The student will associate meaning and understanding 
with reading.

4. Tell what is happening in a picture. 
Part 4: 207, 267
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 2: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying standard English conventions.

1. Spelling: Demonstrate the process of representing language by means of a writing system.

a. Recognize that letters have different sounds
Students connect sounds to letter to spell words.
Part 2: 139, 184, 192, 193, 194, 204, 214, 224, 225, 234, 235, 236, 244, 245, 254, 255
Part 3: 136, 155, 174, 184, 185, 194, 205, 228, 229, 240, 250
Part 4: 12, 13, 25, 26, 37, 38, 50, 63, 64, 72, 85, 97, 109, 121, 132, 142, 153, 154, 165, 176, 177, 188, 189, 201, 202, 209, 210, 232, 240, 241

b. Recognize and record some beginning and ending sounds in words.
Part 1: 32, 182, 360
Part 2: 8, 16, 24–25, 43, 54

2. Handwriting: Demonstrate appropriate handwriting in the writing process.

a. Trace, copy and generate letters. Children may still be reversing some letters.
Part 2: 6, 10, 14, 16, 18, 22, 32, 41, 42, 52, 62, 70, 89, 109, 118, 128, 138, 149, 159, 170, 176, 181, 186, 191, 201, 211, 221, 233, 238, 243, 253

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Book icons ( ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Hear and repeat sounds in a sequence. Example: Hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five sounds in a sequence

Part 2: 53, 85, 121
Part 3: 29, 30, 35, 59, 97, 151
Part 4: 73, 97, 143, 165, 267
Scott Foresman My Sidewalks on Reading Street
Intensive Reading Intervention
to the
Oklahoma Priority Academic Student Skills—Language Arts
Grade One – Level A

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

Standard 1: Print Awareness - The student will develop and demonstrate knowledge of print awareness.

1. Read from left to right, top to bottom.
   Volume 1: 44, 188

2. Match spoken word to print.
   Volume 1: 11, 44, 71, 92, 140, 188

3. Recognize the difference among letters, words, and sentences.
   Volume 1: 6, 38, 70, 86, 226

Standard 2: Phonological/Phonemic Awareness – The student will develop and demonstrate knowledge of phonological/phonemic awareness.

1. Create and state groups of rhyming words. Example: bat/cat/sat/mat
   Phonological Awareness activities at the back of the Teacher Guide suggest ways to use rhyming words in instruction and practice.
   Volume 1: 226

2. Count syllables in a word.
   Volume 2: 85, 88, 130, 261, 264, 324

3. Identify onsets and rimes. Example: at in bat
   Volume 1: 178, 181–182, 184
   Volume 2: 117, 120

4. Segment and blend the phonemes of one–syllable words. Example: bat = /b/ /a/ /t/
   Volume 1: 184
   Volume 2: 21, 69, 72, 98, 101, 104, 197, 210, 213, 216, 229, 232, 245, 248

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5. Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words. Example: the beginning sound of dog is /d/ the middle sound in can is /a/
Volume 1: 2, 5, 18, 21, 34, 37, 50, 53, 66, 72, 88
Volume 2: 18, 34, 50, 66, 146, 149, 152, 277, 280

6. Add or delete a phoneme change to a word Example: /b/ + at = bat, cat - /k/ = at
Volume 1: 98, 101, 152, 162, 165, 168
Volume 2: 82, 133, 136, 162, 168, 178, 181, 184, 194, 226, 242, 274

Standard 3: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

1. Phonetic Analysis - Apply phonics knowledge to decode one-syllable words.

   a. Use short and long vowel patterns. Example: CVC = mad, hid, cut; Example: CVCV (final e) = made, hide, cute; Example: CV ^ = he, me, so
   This skill is taught throughout the program. These are some of the many examples.
   Volume 1: 102, 178, 181–182, 184
   Volume 2: 18, 24, 34, 43, 50, 59, 66, 72, 75, 107, 235

   b. Use r-controlled vowel patterns Example: er = “r” in fern, ir = “r” in bird, and ur = “r” in turn
   Volume 2: 146, 149, 152, 162, 168, 171

   c. Use blends, digraphs, and diphthongs. Example: Blends – fl, tr, sl, sm, sn, bl, gr, and str; Example: Digraphs – sh, th, wh; Example: Diphthongs – oi, oy, ou, ow
   Volume 1: 98, 118, 102, 150, 155, 181–182
   Volume 2: 2, 5, 11, 37, 40, 43, 107, 114, 117, 120, 155, 245, 248, 251

2. Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives. Example: inflectional endings – adding -s, -es, -ing, or -ed to a word; Example: compound words – cup + cake = cupcake; Example: contraction – can + not = can’t
   This skill is taught throughout the program. These are some of the many examples.
   Volume 1: 162, 168
Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Increase personal vocabulary by listening and reading a variety of literature. This program includes a variety of literature. These are some of the many examples.
   Volume 1: 10, 20, 28, 76, 156
   Volume 2: 100, 172, 188, 198, 219

2. Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. This skill is taught in the Read a Passage activities on Day 1. These are some of the many examples.
   Volume 1: 20, 68, 148, 132, 164
   Volume 2: 4, 36, 100, 148, 212

3. Use new vocabulary and language in own speech and writing. Students use new vocabulary and language in many Build Concepts and Write activities. These are some of the many examples.
   Volume 1: 7, 55, 109, 156, 172
   Volume 2: 3, 76, 95, 153, 217

4. Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.
   Volume 1: 13, 28, 60, 76, 92, 109, 156, 172
   Volume 2: 12, 140, 252, 284

Standard 5: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression. The Monitoring Fluency pages (p. 194–195) is a resource for determining fluency levels. Matching Students to Text (p. 208) includes information about independent- and instructional-level texts.

Fluency is assessed on Day 5.
   Volume 1: 14, 30, 46, 62, 78, 94, 110, 126, 142, 158, 190
   Volume 2: 14, 30, 46, 62, 78, 94, 110, 126, 142, 158, 190

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2. Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 words per minute).

The Monitoring Fluency pages (194–195) is a resource for determining fluency levels. Matching Students to Text (p. 208) includes information about independent- and instructional-level texts.

Fluency is assessed on Day 5.
Volume 1: 14, 30, 46, 62, 78, 94, 110, 126, 142, 158, 190
Volume 2: 14, 30, 46, 62, 78, 94, 110, 126, 142, 158, 190

3. Students will engage in repeated readings of the same text to increase fluency.

The Reread for Fluency activities throughout the program provide repeated readings of the same text. These are some of the many examples.

Volume 1: 27, 75, 117, 165, 213
Volume 2: 12, 68, 84, 108, 136

4. Recognize 100-200 high frequency and/or common irregularly spelled words in text. (e.g., have, to, was, where, said).

Each week a set of three or four high-frequency words is introduced and practiced. These are some of the many examples.

Volume 1: 22, 54, 102, 134, 166
Volume 2: 35, 51, 115, 163, 230

5. Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.

Volume 1: 44, 118, 134, 140
Volume 2: 236

Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

a. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.

This reading intervention program uses on-level skills instruction with text written at a lower level.
b. Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading. *Example: Prior to reading the book Verdi by Janell Cannon, have students preview the book by looking at the cover, identifying the main character and telling what they know about snakes (what they do, where they live . . . .). Make predictions by doing a picture walk to discuss some of the early actions in the story.*
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 28, 68, 84, 124, 148, 164
Volume 2: 4, 60, 116, 156, 180, 228

c. Respond to questions designed to aid general comprehension.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 36, 55, 135, 167, 183
Volume 2: 6, 70, 103, 134, 166

2. Inferences and Interpretations - Make simple inferences based on what is stated in text.
This program focuses on four important comprehension skills: drawing conclusions, sequencing, main idea, and compare and contrast. Lessons that teach students to make inferences or draw conclusions begin at Level B.

3. Summary and Generalization

a. Retell or act out stories and events using beginning, middle, and ending.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 42, 90, 154, 170, 186
Volume 2: 10, 58, 106, 119, 142

b. Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 39, 52, 100, 132, 151

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5. Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues (e.g., semantics - Does it make sense? syntax - Does it sound right? graphophonic - Does it look right?). Students self-monitor on the following pages:
Volume 2: 4, 6, 10, 20, 26, 36, 42, 52, 55, 58, 68, 71, 72, 84, 86, 90, 100, 103, 116, 122, 132, 134, 138, 148, 154, 164, 167, 170, 180, 186, 196, 199, 202, 212, 215, 218, 228, 231, 234, 244, 250, 260, 266, 276, 278, 282

Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

1. Literary Genres – The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature.
   a. Discriminate between fiction and nonfiction.
      This program includes a variety of fiction and nonfiction selections. These are some of the many examples.
      Volume 1: 10, 52, 74, 100, 167
      Volume 2: 20, 58, 106, 198, 218

2. Literary Elements – The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
   b. Identify and describe the plot, setting, and character(s) in a story.
      Volume 1: 10, 15, 26, 42, 95, 106, 111, 121, 126, 138, 170, 175

Standard 8: Research and Information - The student will conduct research and organize information.

1. Accessing Information: Select the best source for a given purpose.
   a. Alphabetize words to the first letter.
      Volume 1: 2 (alphabetic order)
   b. Read and follow simple written directions.
      Volume 1: 108-109
      Volume 2: 124

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c. Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.
Volume 1: 20, 36, 52, 68, 84, 106, 116, 132, 148, 164, 180
Volume 2: 4, 68, 212, 244, 276

d. Access information from simple charts, maps, graphs, and calendars.
Volume 1: 100, 111, 119, 127, 175
Volume 2: 26, 44, 47, 75, 107, 139, 151–152, 159, 175, 203, 219, 235, 283

2. Interpreting Information: Analyze and evaluate information from a variety of sources and generate questions about topics of personal interest and find books to gather information.
Students make connections across texts on the following pages:
Volume 1: 15, 47, 63, 79, 95, 111, 127, 143, 159, 175, 191

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Participate in prewriting activities such as brainstorming, discussion, webbing, or story starters.
Volume 1: 47
Volume 2: 13, 61, 125, 269, 285

3. Be introduced to proofreading and editing.
Volume 1: 143, 173, 175, 191

4. Publish and share writing with various audiences, such as peers or adults.
Volume 1: 175
Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

1. Develop stories that describe, explain, or tell about familiar objects, people, places, events, or experiences.
   Volume 2: 15, 31, 47, 95, 111, 159, 175, 207, 255, 271

3. Make journal entries.
   Volume 2: 13, 29, 45, 61, 77, 92, 109, 125, 141, 157, 173, 189, 204, 221, 237, 253, 269, 285

5. Write brief descriptions of a real object, person, place, or event using some details.
   Volume 2: 15, 95, 175, 255

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Grammar/Usage: Students are beginning to recognize and use appropriate nouns, verbs, and adjectives in their writing.
   a. Singular and plural nouns
      Volume 1: 152, 155
      Volume 2: 133, 155, 203

   c. Present and past tense verbs
      Volume 2: 82

   d. Contractions
      Volume 2: 54, 56, 57, 59, 139, 178, 181, 184, 211

2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing. Example: Capitalize the first word of a sentence, names of people, places, major holidays, days of the week, months of the year, and the pronoun “I”.
   Volume 1: 26, 44, 54, 102, 118, 148
   Volume 2: 236
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing. Example: Correctly use periods, exclamation points, and question marks at the end of sentences.
   Volume 1: 44, 118, 134, 140
   Volume 2: 236

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. Example: Write in complete sentences using a noun and verb in each sentence.
   Students complete Sentence Frames during Shared Writing. For example:
   Volume 1: 13, 29, 47, 103, 125
   Volume 2: 7, 55, 103, 151, 199, 247

5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
   a. Spell correctly three- and four-letter words, and grade-level-appropriate sight words.
      Volume 1: 19, 41, 99, 137, 163
      Volume 2: 6, 38, 105, 131, 169, 211, 274

6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process. Example: Print legibly and space letters, words, and sentences appropriately, using left to right progression moving from the top to the bottom of the page.
   Handwriting practice occurs throughout Volume 1. These are some of the many examples.
   Volume 1: 2, 25, 41, 54, 66, 79, 98, 105, 114, 130

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening – The student will listen for information and for pleasure.

1. Listen attentively and ask questions for clarification and understanding.
   Volume 1: 12, 44, 60, 76, 92, 108, 124, 140, 156, 172, 188
   Volume 2: 12, 44, 60, 76, 92, 108, 124, 140, 156, 172, 188, 204, 220, 236, 252, 268, 284

2. Give, restate, and follow simple two-step directions.
   Students follow multi-step directions to complete the Blending Strategy activities. These are some of the many examples.
   Volume 1: 9, 24, 40, 56, 72, 88, 98, 114, 120, 130

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Standard 2: Speaking – The student will express ideas and opinions in a group or individual situations.

2. Use descriptive words when speaking about people, places, things and events.
   Volume 1: 62, 188,
   Volume 2: 3, 14, 41, 44, 108

4. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
   Throughout the program, students retell stories. These are some of the many examples.
   Volume 1: 58, 74, 107, 138, 154
   Volume 2: 46, 110, 154, 186, 218

Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.

2. Make contributions in group discussions.
   Volume 1: 13, 28, 44, 60, 76, 92, 109, 124, 140, 156, 172, 188
   Volume 2: 12, 44, 60, 76, 92, 108, 124, 140, 156, 172, 188, 204, 220, 236, 252, 268, 284

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

2. Respond through talk, movement, music, art, drama and writing in ways that reflect understanding of a variety of stories and poems.
   Students respond to stories and poems through writing. These are some of the many examples.
   Volume 1: 23, 61, 93, 111, 135
   Volume 2: 39, 63, 95, 191, 221
Scott Foresman My Sidewalks on Reading Street
to the
Oklahoma Priority Academic Student Skills—Language Arts

Grade Two – Level B

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Phonological/Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words.

1. Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds.

   a. Segment and blend the phonemes of one- and two-syllable words.  
      Example: salad = /s/ /a/ /l/ /a/ /d/, /s/ /a/ /l/ /a/ /d/ = salad
      Volume 1: 119, 122, 180, 186

   b. Substitute a phoneme change to a word. Example: slap, change the /p/ to /m/ = slam
      Volume 1: 13, 29
      Volume 2: 189

Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

1. Phonetic Analysis

   a. Use consonant sounds in beginning, medial, and final positions.  
      Volume 1: 13, 129, 120, 122

      This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 4, 10, 40, 45, 52, 58, 61, 68, 74, 77, 116, 125, 157

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Book icons (Book) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
c. Use blends, digraphs, and diphthongs. *Example: blends – cr, sk, st, sw, squ, thr; Example: digraphs – ch, wh, sh, th, ph; Example: diphthongs – oi, oy, ou, ow*
Volume 1: 24, 26, 72, 74, 84, 90, 93  
Volume 2: 116, 122, 148, 154, 157

2. Structural Analysis

a. Build and understand compound words, contractions, and base words using prefixes and suffixes. *Example: compound words – straw + berry = strawberry; Example: contractions – I am = I’m; Example: prefixes – un + happy = unhappy; Example: suffixes – care + ful = careful; Example: care is the base word of careful; happy is the base word of unhappy*
Volume 1: 8, 10, 84, 88, 90, 168, 170, 173, 228, 234  
Volume 2: 13, 93, 120, 122, 125, 136, 138, 141, 168, 170, 184, 186, 196, 202, 216, 218, 221, 232, 234

b. Apply knowledge of basic syllabication rules to decode words in text.  
*Example: VC-CV – rab-bit = rabbit; Example: V-CV – pi-lot = pilot; Example: VC-V – cab-in = cabin*
Volume 1: 212, 216, 218, 232, 234  
Volume 2: 68, 72, 74, 77, 100, 104, 106, 109, 237

Standard 3: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of texts.  
This skill is taught throughout the program. These are some of the many examples:  
Volume 1: 22, 54, 118, 150, 182  
Volume 2: 38, 70, 134, 166, 198

2. Synonyms, Antonyms, and Homonyms - Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms (words with the same sound and spelling, but different meanings).  
Volume 1: 78, 127, 223

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3. Affixes - Know the meaning of simple prefixes and suffixes. *Example: In unhappy, the "un" means not. In played, the suffix "ed" changes play to past tense.*
Volume 2: 120, 122, 125, 136, 138, 141, 168, 170, 186, 216, 218, 221, 232, 234

**Standard 4: Fluency** – The student will identify words rapidly so that attention is directed at the meaning of the text.

1. **Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.**
   The Monitoring Fluency pages (p. 244–245) is a resource for determining fluency levels. Matching Students to Text (p. 260) includes information about independent- and instructional-level texts.

   Fluency is assessed on Day 5.
   Volume 1: 16, 32, 48, 64, 80, 96, 112, 128, 144, 160, 176, 192, 208, 224, 240, 244–245
   Volume 2: 16, 32, 48, 64, 80, 96, 112, 128, 144, 160, 176, 192, 208, 224, 240, 244–245

2. **Read regularly in instructional-level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 75 words per minute).**
   The Monitoring Fluency pages (p. 244–245) is a resource for determining fluency levels. Matching Students to Text (p. 260) includes information about independent- and instructional-level texts.

   Fluency is assessed on Day 5.
   Volume 1: 16, 32, 48, 64, 80, 96, 112, 128, 144, 160, 176, 192, 208, 224, 240, 244–245
   Volume 2: 16, 32, 48, 64, 80, 96, 112, 128, 144, 160, 176, 192, 208, 224, 240, 244–245

3. **Engage in repeated readings of same text to increase fluency.**
   The Reread for Fluency activities throughout the program provide repeated readings of the same text. These are some of the many examples.
   Volume 1: 23, 55, 87, 135, 151
   Volume 2: 39, 71, 119, 167, 199

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4. Accurately and fluently read 200-300 high frequency and/or irregularly spelled words in meaningful text. Each week a set of four or five high-frequency words is introduced and practiced. These are some of the many examples.
   Volume 1: 24, 56, 120, 152, 166
   Volume 2: 8, 72, 136, 168, 184

5. Use punctuation cues in text (i.e., commas, periods, question marks, and exclamation points) as a guide to understanding meaning.
   Volume 1: 14, 30, 62, 78

Standard 5: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

   a. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of second grade.
      This reading intervention program uses on-level skills instruction with text written at a lower level.

   b. Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading (i.e., graphic organizers).
      This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 41, 73, 94, 150, 185
      Volume 2: 57, 76, 126, 166, 172

   c. Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction.
      This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 38, 54, 92, 118, 137,
      Volume 2: 28, 60, 124, 169, 201

2. Inferences and Interpretation

   a. Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to the story.
      Volume 1: 76, 81, 156, 161, 172, 177, 188, 193
      Volume 2: 124, 140, 204

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Book icons (Book) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
b. Support interpretations or conclusions with examples taken from the text. This program focuses on four important comprehension skills: drawing conclusions, sequencing, main idea, and compare and contrast.

**Volume 1:** 156, 172, 188  
**Volume 2:** 140, 204

3. Summary and Generalization

a. Retell or act out narrative text by identifying story elements and sequencing the events. This skill is covered throughout the program. These are some of the many examples.

**Volume 1:** 25, 54, 73, 134, 153, 185  
**Volume 2:** 6, 41, 89, 137, 166, 198

b. Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text. This skill is covered throughout the program. These are some of the many examples.

**Volume 1:** 22, 70, 105, 137, 169, 201  
**Volume 2:** 9, 57, 86, 118, 182

4. Analysis and Evaluation

a. Identify cause/effect relationships in a text.

**Volume 1:** 41, 62, 92, 201  
**Volume 2:** 54, 60, 62, 70, 76, 156

b. Make comparisons and draw conclusions based on what is read.

**Volume 1:** 76, 81, 156, 161, 172, 177, 188, 193  
**Volume 2:** 12, 28, 44, 76, 124, 140, 156, 172, 204, 220

c. Describe character traits, changes, and relationships.

**Volume 1:** 9, 33, 76, 92, 105, 108, 124, 188, 217  
**Volume 2:** 28, 54, 76, 124, 140
5. Monitoring and Correction Strategies - Integrate the use of semantics, syntax, and graphophonic cues to gain meaning from the text. Example: semantic – Does it make sense?; Example: syntax – Does it sound right?; Example: graphophonic – Does it look right?

Student self-monitor on the following pages:
Volume 1: 9, 12, 25, 28, 44, 57, 60, 73, 76, 89, 92, 105, 108, 121, 124, 137, 140, 153, 156, 169, 172, 185, 188, 201, 204, 217, 233, 236
Volume 2: 6, 9, 12, 22, 28, 38, 41, 44, 54, 60, 70, 73, 76, 86, 89, 92, 102, 105, 108, 118, 121, 124, 134, 137, 140, 150, 153, 156, 166, 169, 172, 182, 185, 188, 198, 201, 204, 214, 217, 230, 233, 236

Standard 6: Literature: The student will read to construct meaning and respond to a wide variety of literacy forms.

1. Literary Genres – Demonstrate knowledge of and appreciation for various forms (genres) of literature. Example: Recognize defining characteristics of a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales).

The program includes a variety of literary genres. These are some of the many examples.
Volume 1: 12, 73, 89, 94, 156, 158, 185, 220, 238
Volume 2: 62, 76, 92, 94, 137, 166, 172, 185, 190

2. Literary Elements – Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

b. Compare plots, settings, and characters presented in several texts by the same author (i.e., author studies).

Students compare and contrast characters within a single text on the following pages:
Volume 2: 12, 17, 76, 156, 220

3. Figurative Language and Sound Devices – The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds [e.g., "Silly Sally went to town."]) in poetry.

Volume 1: 142, 206, 280
Volume 2: 14, 78, 94, 110, 190, 280

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Book icons (Book) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
Standard 7: Research and Information - The student will conduct research and organize information.

1. Accessing Information – Select the best source for a given purpose.

   d. Use title page, table of contents, glossary, and index to locate information.
   Volume 1: 6, 22, 38, 54, 70, 86, 102, 118, 134, 150, 166, 182, 198, 214, 230
   Volume 2: 6, 22, 38, 54, 70, 86, 102, 118, 134, 150, 166, 182, 198, 214, 230

   e. Use and interpret charts, maps, graphs, schedules, and directions.
   Volume 1: 70, 78, 94, 158, 174
   Volume 2: 126, 142

2. Interpreting Information – Analyze and evaluate information from a variety of sources. Example: Use graphic organizers, such as webbing and mapping, to organize and summarize information.
   Volume 1: 81, 193
   Volume 2: 65, 92, 193, 241

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process – The student will use the writing process to write coherently.

2. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing or proofreading, and publishing or sharing.
   Students participate in a group discussion prior to Interactive Writing. For example:
   Volume 1: 31, 47, 63, 79, 111
   Volume 2: 31, 47, 111, 143

3. Organize related ideas together to maintain a consistent focus by establishing a beginning, middle, and ending.
   Volume 1: 97, 113, 225
   Volume 2: 17

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Standard 2: Modes and Forms of Writing – The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

1. Recognize that language has many uses such as informing, persuading, and entertaining.

2. Write brief personal descriptive narratives (stories) that:

   a. Present a logical sequence of events.
      Volume 1: 97, 113
      Volume 2: 49

   b. Develop a main idea.
      Volume 1: 49, 65, 81, 129, 145, 241
      Volume 2: 65, 97, 113, 145, 161, 177, 209

   c. Use details to support the main idea.
      Volume 1: 49, 65, 81, 129, 145, 241
      Volume 2: 65, 97, 113, 145, 161, 177, 209

4. Make journal entries.
   This skill is taught throughout the program. These are some of the many examples.
   Volume 1: 15, 63, 95, 143, 175
   Volume 2: 47, 111, 159, 191, 223

Standard 3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Grammar/Usage: Students are expected to recognize and use correctly nouns, verbs, contractions, and adjectives in their writing.

   a. Singular and plural nouns
      Volume 1: 56, 58, 184, 186

   e. Present and past tense verbs
      Volume 1: 100, 104, 109, 136, 189
      Volume 2: 45, 141, 216, 221, 232

   h. Contractions (e.g., I’m, You’re)
      Volume 2: 17, 209

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Book icons ( ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.

   a. Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep), greetings, months and days of the week, titles (Dr., Mr., Mrs., and Miss), and initials of people.
      Volume 1: 161, 177, 193, 209
      Volume 2: 81, 97, 129, 145, 161, 177, 193, 209, 225, 241

   b. Capitalize correctly the first word in a sentence and the pronoun “I.”
      Volume 1: 161, 177, 193, 209, 225
      Volume 2: 17, 33, 49, 65, 81, 97, 113, 129, 145, 161, 177, 193, 209, 225, 241

3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

   a. Correctly use end punctuation.
      Volume 1: 161, 177, 193, 209, 225, 241
      Volume 2: 17, 33, 49, 65, 81, 97, 113, 129, 145, 161, 177, 193, 209, 225, 241

   c. Use apostrophes correctly in contractions.
      Volume 2: 17, 209

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. Example: Write in complete sentences using a noun, verb, and details.

   Students complete sentence frames in Shared Writing on the following pages:
   Volume 1: 9, 25, 41, 57, 73, 89, 105, 121, 137, 153, 169, 185, 201, 217, 233
   Volume 2: 9, 25, 41, 57, 73, 89, 105, 121, 137, 153, 169, 185, 201, 217, 233

5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

   a. Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.
      Volume 1: 4, 8, 20, 24, 36, 40, 52, 68, 72, 116, 132, 148, 164–165, 180, 196, 200
      Volume 2: 132, 164, 200, 212

   b. Spell frequently used words with irregular spelling patterns.
      Volume 1: 8, 11, 24, 27, 40, 43, 56, 72, 88
      Volume 2: 5, 8, 53, 56, 69, 88, 91
c. Spell prefixes and suffixes correctly.
Volume 2: 125, 168, 216, 221, 232

6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process. Example: Form letters correctly and space words and sentences properly so that writing can be easily read by another person.
Handwriting models are included on pages 257–259.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening – The student will listen for information and for pleasure.

1. Listen attentively and ask questions for clarification and understanding.
Volume 1: 14, 30, 46, 62, 94, 110, 126, 142, 158, 174, 206, 222, 238
Volume 2: 14, 30, 46, 62, 94, 110, 126, 142, 158, 174, 206, 222, 238

2. Give, restate, and follow simple two- and three-step directions.
Students follow multi-step directions to complete the Blending Strategy activities. These are some of the many examples.
Volume 1: 56, 100, 152, 184, 216
Volume 2: 8, 72, 88, 120, 168

Standard 2: Speaking – The student will express ideas and opinions in group or individual situations.

2. Provide descriptions using correct sequence of events and details.
This skill can be observed when students retell stories. These are some of the many examples.
Volume 1: 28, 76, 124, 156, 172
Volume 2: 44, 92, 140, 188, 220

Standard 3: Group Interaction – The student will use effective communication strategies in pairs and small group context.

2. Ask and answer questions related to the topic and make contributions in small or large group discussions.
Volume 1: 14, 30, 46, 62, 78, 94, 110, 126, 142, 158, 174, 190, 206, 222, 238
Volume 2: 14, 46, 62, 78, 94, 110, 126, 142, 158, 174, 190, 206, 222, 238

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Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 2: Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print media.

1. Make connections between illustrations and print.
   Volume 1: 30
   Volume 2: 121, 174, 214
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

*Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.

1. Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 19, 119, 133, 145, 201, 206
Volume 2: 5, 26, 47, 68, 180

2. Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 35, 59, 144, 173, 203
Volume 2: 7, 54, 96, 124, 166

3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.
This skill can be observed during the assessment activities on Day 5. Some of the many examples are included.

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Book icons (📚) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
**Standard 2: Vocabulary** - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. **Words in Context** - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
   - Volume 1: 9, 23, 37, 51, 65, 79, 93, 107, 121, 135, 149, 163, 177, 191, 205
   - Volume 2: 9, 23, 37, 51, 65, 79, 93, 107, 121, 135, 149, 163, 177, 191, 205

2. **Affixes** - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
   - Volume 1: 40, 203, 206, 208
   - Volume 2: 7, 10, 12, 49, 52, 63, 66, 91, 94, 96, 105, 108, 119, 122, 145, 147, 150, 152, 173, 194

3. **Synonyms, Antonyms, and Homonyms** - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms, and multiple meaning words.
   - Volume 1: 26, 124
   - Volume 2: 110, 124

4. **Using Resource Materials** - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.
   - Volume 1: 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158, 172, 186, 200
   - Volume 2: 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158, 172, 186, 200

**Standard 3: Fluency** - The student will identify words rapidly so that attention is directed at the meaning of the text.

1. **Read regularly in independent-level texts** (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
   - The Monitoring Fluency pages (p. 214–215) is a resource for determining fluency levels. Matching Students to Text (p. 230) includes information about independent- and instructional-level texts.
   - Fluency is assessed on Day 5.
   - Volume 1: 14, 28, 42, 56, 70, 84, 98, 112, 127, 140, 154, 168, 182, 196, 210
   - Volume 2: 14, 28, 42, 56, 70, 84, 98, 112, 127, 140, 154, 168, 182, 196, 210
2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader; a "typical" third grader reads approximately 85 words per minute). The Monitoring Fluency pages (p. 214–215) is a resource for determining fluency levels. Matching Students to Text (p. 230) includes information about independent- and instructional-level texts.

Fluency is assessed on Day 5.
Volume 1: 14, 28, 42, 56, 70, 84, 98, 112, 127, 140, 154, 168, 182, 196, 210
Volume 2: 14, 28, 42, 56, 70, 84, 98, 112, 127, 140, 154, 168, 182, 196, 210

3. Engage in repeated readings of the same text to increase fluency.
The Reread for Fluency activities throughout the program provide repeated readings of the same text. These are some of the many examples.
Volume 1: 20, 63, 138, 180, 203
Volume 2: 35, 68, 94, 133, 194

4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.
Volume 1: 14, 28, 42, 56, 70, 84, 98, 112, 127, 140, 154, 168, 182, 196, 210
Volume 2: 14, 28, 42, 56, 70, 84, 98, 112, 127, 140, 154, 168, 182, 196, 210

5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.
Volume 1: 13, 14, 27
Volume 2: 167, 181

Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

   a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade.
   This reading intervention program uses on-level skills instruction with text written at a lower level.

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Book icons (□) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading. This skill is taught throughout the program. These are some of the many examples.
Volume 1: 23, 81, 121, 158, 188
Volume 2: 65, 95, 132, 146, 174

c. Recall major points in a text and revise predictions about what is read.
Volume 1: 25, 39, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179, 193, 207
Volume 2: 11, 25, 39, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179, 193, 207

d. Show understanding by asking questions and supporting answers with literal information from the text.
Before, during, and after reading, the students answer questions about the passage. These are some of the many examples.
Volume 1: 39, 67, 104, 135, 153
Volume 2: 37, 97, 118, 149, 165

2. Inferences and Interpretation

a. Make inferences by connecting prior knowledge and experience with information from the text.
Volume 1: 64, 67, 134, 137, 139, 176, 179, 181, 190, 193, 195
Volume 2: 36, 39, 92, 95, 120, 123, 125, 204, 207, 209

b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.
Drawing conclusions is one of the four major comprehension skills that are developed throughout the program.
Volume 1: 64, 67, 134, 137, 139, 176, 179, 181, 190, 193, 195
Volume 2: 36, 39, 92, 95, 120, 123, 125, 204, 207, 209

*c. Participate in creative response to text (e.g., art, drama, and oral presentations).
Students participate in Reader’s Theater presentations.
Volume 1: 12, 26, 40, 54, 68, 82, 96, 110, 124, 138, 152, 180, 194, 208
Volume 2: 12, 26, 40, 54, 68, 82, 96, 110, 124, 138, 152, 180, 194, 208

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons (‡) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
3. Summary and Generalization

a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 9, 37, 79, 107, 125
Volume 2: 13, 41, 69, 97, 135

b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
Main idea is one of the four major comprehension skills that are developed throughout the program.
Volume 1: 8, 11, 13, 78, 81, 83, 106, 109, 111, 162, 167
Volume 2: 64, 67, 69, 134, 137, 139, 148, 151, 153, 190, 193, 195

c. Produce summaries of text selections.
Students summarize many of the passages as an after reading activity. These are some of the many examples.
Volume 1: 11, 23, 83, 139, 163
Volume 2: 55, 93, 121, 163, 181

4. Analysis and Evaluation

a. Analyze characters including their traits, relationships, feelings, and changes in text.
Volume 1: 39, 53, 67, 124
Volume 2: 11, 39, 81, 109, 123, 165, 179, 207

c. Analyze the causes, motivations, sequences, and results of events from a text.
Sequence of events is one of the four major comprehension skills that are developed throughout the program.
Volume 1: 22, 25, 27, 36, 39, 41, 120, 123, 125, 148, 151, 153
Volume 2: 8, 11, 106, 109, 162, 165, 167

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5. Monitoring and Correction Strategies

a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)

Students use self-monitoring strategies on the following pages:
Volume 1: 9, 11, 23, 25, 37, 39, 51, 53, 65, 67, 79, 81, 93, 95, 107, 109, 121, 123, 135, 137, 149, 151, 163, 165, 177, 179, 191, 193, 205, 207
Volume 2: 9, 11, 23, 25, 37, 39, 51, 53, 65, 67, 79, 81, 93, 95, 107, 109, 121, 123, 135, 137, 149, 151, 163, 165, 177, 179, 191, 193, 205, 207

b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues.

Students predict on the following pages:
Volume 1: 11, 25, 39, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179, 193, 207
Volume 2: 11, 25, 39, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179, 193, 207

c. Clarify meaning by rereading, questioning, and modifying predictions.

The Reread for Fluency activities are designed to help students improve their reading skills. These are some of the many examples.
Volume 1: 34, 90, 118, 146, 188,
Volume 2: 20, 62, 104, 132, 160

Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.

a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).

The program includes a variety of literary genres. These are some of the many examples.
Volume 1: 95, 125, 132, 135, 151, 160, 167
Volume 2: 13, 20, 41, 65, 95, 109, 132, 181

b. Read, understand, and discuss a variety of genres.

The program includes a variety of literary genres. These are some of the many examples.
Volume 1: 53, 69, 93, 121, 125, 132, 160
Volume 2: 41, 67, 79, 109, 123
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
   On Day 5, students compare the topics and ideas in the passages read during that week.
   Volume 1: 29, 71, 127, 141, 197
   Volume 2: 15, 43, 57, 71, 127

   b. Recognize themes that occur across literary works. Example: Read Yoko by Rosemary Wells and You Are Special by Max Lucado. Discuss the theme of "everyone is unique" that occurs in both stories.
   On Day 5, students discuss similar themes and ideas in the passages read during that week. These are some of the many examples.
   Volume 1: 15, 43, 99, 155
   Volume 2: 29, 155, 183, 211

3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
   Volume 1: 13, 125
   Volume 2: 204, 205, 210

Standard 6: Research and Information - The student will conduct research and organize information.

1. Accessing Information - The student will select the best source for a given purpose.

   c. Access information from charts, maps, graphs, schedules, directions, and diagrams.
   Volume 1: 27, 41, 107, 135, 139, 160, 163, 195
   Volume 2: 37, 111, 191

   d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
   Glossary use can be found on the following pages;
   Volume 1: 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158, 172, 186, 200
   Volume 2: 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158, 172, 186, 200

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Book icons ( ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
*2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.

b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet). Students make connections across texts on the following pages;
   Volume 1: 15, 29, 43, 57, 71, 85, 99, 113, 127, 141, 155, 169, 183, 197, 211
   Volume 2: 15, 29, 43, 57, 71, 85, 99, 113, 127, 141, 155, 169, 183, 197, 211

c. Compile information into summaries of information.
   Volume 1: 9, 11, 13, 23, 27, 37, 41, 51, 65, 69, 79, 83, 93, 97, 107, 111, 121, 125, 135, 139, 149, 153, 163, 177, 191, 205
   Volume 2: 9, 13, 23, 27, 37, 41, 51, 55, 65, 69, 79, 83, 93, 97, 107, 121, 125, 135, 139, 149, 153, 163, 167, 177, 181, 191. 195, 205, 209

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

*Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, and webbing.
   Volume 1: 15, 85, 99, 113
   Volume 2: 15, 43, 57, 85, 99

4. Proofread/edit writing with peers or teacher.
   Volume 1: 97
   Volume 2: 13, 83, 111, 125, 167, 181, 209

*Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

1. Communicate through a variety of written forms for various audiences and purposes to inform, entertain, instruct, describe, and to reflect.
   This skill is taught throughout the program. These are some of the many examples.
   Volume 1: 29, 55, 85, 153, 167
   Volume 2: 11, 39, 67, 69, 97, 139
2. Write simple narrative, descriptive, and persuasive paragraphs.
Volume 1: 27, 41, 55, 69, 139, 167, 209
Volume 2: 13, 27, 41, 83, 97, 111, 125, 167, 195, 209

3. Write descriptive pieces about people, places, things, or experiences that:
   
   a. develop a main idea.
      Volume 1: 27, 55, 139, 209
      Volume 2: 27, 83, 125
   
   b. use details to support the main idea.
      Volume 1: 27, 55, 139, 209
      Volume 2: 27, 83, 125

4. Write personal, persuasive, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.
   Volume 2: 99

6. Write narratives (stories) that:
   
   a. provide a context within which an action occurs.
      Volume 1: 167
      Volume 2: 13, 97, 167, 195
   
   b. include details that develop the plot.
      Volume 1: 167
      Volume 2: 13, 97, 167, 195
   
   c. provide a clear beginning, middle, and end that includes details that develop around a central idea.
      Volume 2: 13, 111, 167, 195

7. Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.
Volume 1: 27, 55, 139, 209
Volume 2: 27, 83, 125

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*Standard 3: Grammar/Usage and Mechanics* - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions correctly in their writing.

   a. Singular and plural forms of nouns
   Volume 1: 33, 38, 117

   c. Singular and plural possessive nouns
   Volume 1: 89, 94, 152

   e. Present, past, and future tense verbs
   Volume 1: 35, 38, 47, 49, 52, 54
   Volume 2: 12, 96

   i. Descriptive, comparative, and superlative adjective
   Volume 1: 103, 108, 110, 117, 122

   Volume 2: 111, 125, 167, 181, 209

3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

   a. Periods in abbreviations and sentence endings.
   Volume 2: 111, 125, 167, 181, 209

   b. Question marks.
   Volume 2: 111, 125, 167, 181, 209

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Book icons ( ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
c. Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter.
Volume 2: 99

d. Apostrophes in contractions and possessives.
Volume 1: 147, 152

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. *Example: Write correctly the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with final punctuation.*
Volume 2: 111, 125, 167, 181, 209

5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
Volume 1: 97, 103, 117, 131, 133, 145, 159, 201
Volume 2: 83, 181

a. Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to –ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).
Volume 1: 103, 117, 122, 131,
Volume 2: 47, 61, 75, 89, 92

b. Spell phonetically regular multisyllabic words, contractions, and compounds.
Volume 1: 5, 7, 19, 75, 77, 145, 159, 162, 173, 175, 201
Volume 2: 5, 19, 33, 35, 47, 54, 61, 75, 77, 89, 103, 117

c. Increase the number of high frequency words spelled correctly.
Volume 1: 35, 117

d. Spell words ending in -tion and -sion correctly.
Volume 2: 173, 175, 178

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6. **Handwriting:** Students are expected to demonstrate appropriate handwriting in the writing process. *Example: Use handwriting/penmanship to copy and/or compose text using correct formation and spacing of letters in manuscript and cursive.*

The Day 5 Write activities instruct teachers to monitor handwriting by referring to the handwriting models on pages 227–229. These are some of the many examples.

Volume 1: 43, 85, 127, 169, 211
Volume 2: 15, 57, 99, 127, 155

**Oral Language/Listening and Speaking:** The student will demonstrate thinking skills in listening and speaking.

**Standard 1: Listening:** The student will listen for information and for pleasure.

1. **Listen critically for information and incorporate the information into other activities.**
   Volume 1: 13, 27, 41, 55, 69, 83, 97, 111, 125, 139, 153, 167, 181, 195, 209
   Volume 2: 13, 27, 41, 55, 69, 83, 97, 111, 125, 139, 153, 167, 181, 195, 209

2. **Listen actively for pleasure and respond appropriately.**
   Students listen to stories read aloud by the teacher and respond to questions.
   Following are some of the many examples:
   Volume 1: 6, 20, 34, 118, 132
   Volume 2: 6, 20, 48, 76, 90

**Standard 2: Speaking** - The student will express ideas and opinions in group or individual situations.

3. **Plan and present dramatic interpretations of experiences, stories, poems, or plays.**
   Students participate in Reader’s Theater activities.
   Volume 1: 12, 26, 40, 54, 68, 82, 96, 110, 124, 138, 152, 180, 194, 208
   Volume 2: 12, 26, 40, 54, 68, 82, 96, 110, 124, 138, 152, 180, 194, 208

4. **Organize ideas chronologically (in the order they happened) or around major points of information.**
   This skill can be observed when students retell what they have read.
   Volume 1: 25, 39, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179, 193, 207
   Volume 2: 11, 25, 39, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179, 193, 207

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Grade Three
5. Use clear and specific vocabulary to communicate ideas and establish the tone of the message.
 Students develop oral vocabulary throughout. Following are some of the many examples:
 Volume 1: 4, 18, 28, 42, 60, 84, 130
 Volume 2: 4, 18, 42, 74, 98, 158, 190

*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.

2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
 Volume 1: 97, 99, 155
 Volume 2: 55, 69, 139

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.

2. Interpret and describe important events and ideas gathered from maps, charts and graphics.
 Volume 1: 27, 41, 107, 109, 135, 139, 160, 163, 195
 Volume 2: 37, 111, 151, 191

*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as they compare with print messages.

1. Make connections between illustrations and print.
 Volume 1: 55, 83, 93, 97, 107, 125, 135, 139, 181, 195
 Volume 2: 23, 27, 37, 48, 55, 65, 93, 97, 127, 139, 151, 174, 177, 193, 202

2. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
 Volume 1: 27, 41, 107, 109, 135, 139, 160, 163, 195
 Volume 2: 37, 111, 151, 191
3. Listen to, view, or read stories which tell of characters in American and other cultures.
Volume 1: 135
Volume 2: 79, 81, 90, 93, 95, 97, 104, 107, 109, 111, 123

*Standard 3: Compose Visual Messages* - The student will create a visual message that effectively communicates an idea. *Example: Create visual messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters).*
Volume 1: 85, 113
Volume 2: 155
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
   Volume 1: 107, 141, 153, 165, 177
   Volume 2: 93, 119, 141, 177

2. Affixes, Roots, and Derivatives
   a. Interpret new words by analyzing the meaning of prefixes and suffixes.
      Volume 1: 34, 54, 56, 70, 82, 94, 114, 116, 117, 130, 153, 154, 166, 174, 176, 178, 179
      Volume 2: 10, 54, 56, 58, 114, 116
   b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
      Volume 1: 22, 58, 178
      Volume 2: 70, 82, 118, 130

3. Synonyms, Antonyms, and Homonyms - Apply knowledge of fourth grade level synonyms, antonyms, homonyms, multiple meaning words, and idioms to determine the meanings of words and phrases.
   Volume 2: 46, 61, 94

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*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.

   The Monitoring Fluency pages (p. 184–185) is a resource for determining fluency levels. Matching Students to Text (p. 191–192) includes information about independent- and instructional-level texts.

   Fluency is assessed on Day 5.
   Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 102, 121, 133, 145, 157, 169, 181
   Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 102, 121, 133, 145, 157, 169, 181

2. Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 95 words per minute).

   The Monitoring Fluency pages (p. 214–215) is a resource for determining fluency levels. Matching Students to Text (p. 191–192) includes information about independent- and instructional-level texts.

   Fluency is assessed on Day 5.
   Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 102, 121, 133, 145, 157, 169, 181
   Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 102, 121, 133, 145, 157, 169, 181

3. Increase silent reading speed through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

   Independent reading occurs throughout the program. These are some of the many examples.
   Volume 1: 9, 35, 71, 103, 127
   Volume 2: 33, 67, 105, 143, 167

4. Increase silent reading speed through daily independent reading

   Volume 1: 189
   Volume 2: 189

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Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 22, 76, 92, 116, 149
Volume 2: 28, 82, 140, 149, 172

b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
Students read and comprehend a variety of genres. These are some of the many examples.
Volume 1: 23, 72, 95, 107, 127, 156, 167, 178
Volume 2: 12, 23, 31, 47, 60, 71, 115, 132

c. Identify and explain the differences in fiction and nonfiction text.
Throughout the program, the teacher models how to determine genre. These are some of the many examples.
Volume 1: 46, 82, 94, 106, 154
Volume 2: 58, 70, 82, 118, 178

2. Inferences and Interpretation

a. Use prior knowledge and experience to make inferences and support them with information presented in text.
Drawing conclusions is one of the four major comprehension skills developed in this program.
Volume 1: 18, 22, 78, 80, 82, 84, 90, 92, 94, 96, 138, 150, 152, 154, 156, 166
Volume 2: 54, 56, 58, 60, 114, 118, 120, 138, 140, 142, 144, 150, 152, 154, 156

b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
Drawing conclusions is one of the four major comprehension skills developed in this program.
Volume 1: 18, 22, 78, 80, 82, 84, 90, 92, 94, 96, 138, 150, 152, 154, 156, 166
Volume 2: 54, 56, 58, 60, 114, 118, 120, 138, 140, 142, 144, 150, 152, 154, 156
c. Make inferences and draw conclusions about characters’ qualities and actions (i.e., based on knowledge of plot, setting, characters’ motives, characters’ appearances, and other characters’ responses to a character).
Volume 1: 47, 71, 83, 95, 106, 154
Volume 2: 22, 34, 35, 58, 118, 119, 154, 155, 178, 179

d. Participate in creative responses to text (i.e., art, drama, and oral presentation).
Students participate in Reader’s Theater activities.
Volume 1: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179
Volume 2: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179

3. Summary and Generalization

a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 19, 43, 72, 108, 132
Volume 2: 31, 60, 91, 120, 144

b. Support ideas, arguments, and generalizations by reference to evidence in the text.
This skill is used in Write activities throughout the program.
Volume 1: 19, 23, 31, 43, 55, 59, 67, 71, 79, 83, 95, 127, 139, 143, 151, 155, 163, 167, 175, 179

c. Represent text information in different ways such as in outline, timeline, or graphic organizer.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 8, 44, 78, 114, 164
Volume 2: 32, 126, 138, 162, 168

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4. Analysis and Evaluation

a. Evaluate new information and hypotheses by testing them against known information and ideas.
Student use background knowledge to evaluate new information on the following pages:
Volume 1: 18, 22, 78, 80, 82, 84, 90, 92, 94, 96, 150, 152, 154, 156
Volume 2: 54, 56, 58, 60, 114, 118, 120, 138, 140, 142, 144, 150, 152, 154, 156

b. Compare and contrast information on the same topic after reading several passages or articles.
On Day 5, students compare/connect the ideas from all passages read during the week. These are some of the many examples.
Volume 1: 25, 49, 85, 121, 157
Volume 2: 13, 37, 73, 133, 145

c. Identify fact/opinion and cause/effect in various texts.
Volume 1: 47, 117, 141, 143, 151, 155, 161, 163, 167, 173, 177
Volume 2: 23, 31, 33, 54, 55, 58, 60, 71, 79, 96, 103, 105, 117, 120, 131, 139, 143

d. Analyze and explain the causes, motivations, sequences, and results of events from a text.
Sequence of events is one of the four major comprehension skills that are developed throughout the program.
Volume 1: 6, 8, 10, 12, 20, 24, 30, 32, 34, 36, 66, 104, 106, 108, 126, 128, 130, 132
Volume 2: 6, 8, 10, 12, 66, 68, 72, 90, 92, 126, 128, 130, 132

*5. Monitoring and Correction Strategies

a. Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
Students ask questions as a reading strategy. Following are some of the many examples:
Volume 1: 5, 10, 34, 101, 142
Volume 2: 10, 22, 53, 77, 106, 178

b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
Volume 1: 9, 57, 91
Volume 2: 31, 79, 113
Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.

   a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).

      This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 41, 101, 118, 137, 154
      Volume 2: 10, 58, 77, 94, 125

   b. Read and construct meaning from a variety of genres and traditional stories such as fairy tales and fables).

      The program includes a variety of genres. These are some of the many examples.
      Volume 1: 23, 43, 95, 132, 155, 178
      Volume 2: 7, 12, 23, 60, 71, 101, 108

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.

      Volume 1: 11

   b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

      Throughout the program students learn about characteristics of different genre and identify what they expect to learn from reading the passages. These are some of the many examples.
      Volume 1: 17, 46, 94, 125, 154
      Volume 2: 17, 35, 65, 101, 125, 137

   c. Identify themes that occur across literary works.

      On Day 5, students make connections among the works in that week. These are some of the many examples.
      Volume 1: 25, 61, 109, 133, 169
      Volume 2: 13, 37, 85, 121, 157
d. Use knowledge of the situation, setting, a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
Volume 1: 47, 71, 155
Volume 2: 179

3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

   a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
Volume 1: 132, 148
Volume 2: 108, 132

*4. Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).
Volume 1: 167 (historical fiction)
Volume 2: 72, 115 (myth); 23 (legend)

Standard 5: Research and Information - The student will conduct research and organize information.

   1. Accessing Information - Select the best source for a given purpose.

   d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
Volume 1: 108, 156
Volume 2: 12, 36, 48
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

*Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and graphic organizers.
   Volume 1: 13, 25, 49, 73, 121
   Volume 2: 49, 73, 109, 133, 157

4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
   Volume 1: 83, 91, 107, 117, 119, 131, 153, 175
   Volume 2: 11, 33, 91, 107, 143, 151, 167

6. Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.
   Volume 1: 25, 49, 61, 73, 101, 131
   Volume 2: 5, 9, 11, 53, 57, 65, 79, 89, 95, 101, 131

*Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

1. Write narrative, descriptive, expository, and persuasive paragraphs and longer compositions that:
   a. have topic sentences.
      Volume 1: 119, 155, 179
      Volume 2: 47, 107
   b. use concrete sensory supporting details.
      Volume 2: 7, 19, 23, 31, 43, 45, 47, 71, 79, 155
   d. support a logical conclusion.
      Volume 1: 23, 95, 151

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2. Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice.
   Volume 1: 11, 107
   Volume 2: 11, 71, 155, 179

4. Write informational pieces with multiple paragraphs that:
   b. establish and support a central theme or idea with a topic sentence.
      Volume 1: 33, 53, 65, 77, 89
      Volume 2: 5, 17, 29, 41, 65
   c. include supporting paragraphs with simple facts, details, and explanations for focus.
      Volume 1: 33, 45, 47, 57, 59, 69, 79, 93
      Volume 2: 7, 23, 31, 45, 67, 81, 91, 95
   d. present important ideas and events in sequence, chronological order, of order of importance.
      Volume 1: 35, 131
      Volume 2: 9, 95, 131
   e. provide details and transitions to link paragraphs.
      Volume 1: 83, 107, 119
      Volume 2: 59, 83, 143

5. Write responses to literature that:
   a. demonstrate an understanding of a literary work.
      Throughout the program, students write responses to literature. These are some of the many examples.
      Volume 1: 11, 23, 67, 121, 155
      Volume 2: 41, 65, 83, 117, 161
   b. support judgments through references to both the text and prior knowledge.
      This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 31, 67, 95, 127, 163
      Volume 2: 43, 71, 115, 155, 179

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).
Book icons (Books) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
6. Write summaries based upon the main idea of a reading selection and its most significant details.
Volume 1: 55, 119, 167, 179
Volume 2: 47, 107, 163, 179

*Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions correctly in their writing.
   a. Singular and plural forms of nouns
      Volume 1: 30, 32, 106
   h. Descriptive, comparative, superlative, and demonstrative adjectives
      Volume 1: 90, 92, 93

2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
   a. Capitalize correctly geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
      Volume 2: 107
   b. Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.
      Volume 2: 107

3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
   a. Parentheses
      Volume 1: 91, 175
      Volume 2: 107, 151

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Book icons (Book) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
b. Quotation marks
Volume 1: 91, 175
Volume 2: 107, 151

c. Terminal punctuation
Volume 1: 91, 175
Volume 2: 107, 151

d. Apostrophes in contractions and possessives
Volume 1: 91, 150, 152, 175
Volume 2: 107, 151

e. Commas
Volume 1: 91, 175
Volume 2: 107, 151

f. Colons and semicolons
Volume 1: 91, 175
Volume 2: 107, 151

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.

a. Use simple, compound, and complex sentences appropriately in writing.
Volume 1: 35, 71, 103, 117, 153
Volume 2: 11, 21, 33, 81, 107, 117, 131

b. Create interesting sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, positives, participial phrases, prepositional phrases, and conjunctions.
Volume 1: 9, 23, 33, 43, 55, 67, 81, 95, 119, 141, 143,

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Book icons (箧) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

   a. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).
   Volume 1: 22, 30, 32, 34, 42, 44, 44, 54, 56, 58, 70, 82, 94, 114, 116, 117, 130, 154, 166, 174, 176, 178
   Volume 2: 10, 54, 56, 58, 70, 82, 114, 116, 118, 130

   c. Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse).
   Volume 1: 68
   Volume 2: 20, 104, 152

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

*Standard 1: Listening: The student will listen for information and for pleasure.

   1. Listen to directions and questions and respond appropriately.
   This skill is taught throughout the program. These are some of the many examples.
   Volume 1: 9, 45, 79, 127, 149
   Volume 2: 11, 47, 71, 103, 143

   2. Listen critically and respond appropriately to oral communication.
   Volume 1: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168, 180
   Volume 2: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168, 180

   3. Listen and respond to teacher-read stories.
   Volume 1: 12, 24, 36, 60, 72, 84
   Volume 2: 60, 72, 84, 96, 120, 144

*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.

   2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
   Volume 1: 121, 133, 181
   Volume 2: 25, 73, 133

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Students participate in Reader’s Theatre. Following are some of the many examples:
Volume 1: 11, 23, 59, 95, 167
Volume 2: 11, 47, 71, 107, 155

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.
Volume 1: 17, 29, 43, 77
Volume 2: 41, 89, 137

*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

1. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
Volume 1: 31, 35, 91, 149, 151, 165
Volume 2: 7, 43, 47, 48, 55, 60, 103, 120, 179

3. Listen to, view, or read literature which tells of characters in American and other cultures.
Volume 2: 23 (legend), 115 (myth)

4. Make connections between illustrations and print.
Volume 1: 5, 17, 29, 41, 53, 65, 72, 89, 91, 96, 101, 103, 113, 125, 137, 149, 161, 173
Volume 2: 5, 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173

*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).
Volume 1: 43, 55, 79
Volume 2: 55, 67, 79
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

1. Words in Context

   a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.
   Volume 1: 19, 59, 83, 93, 153
   Volume 2: 69, 95, 129, 165

   b. Use prior experience and context to understand and explain the figurative use of words such as and similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).
   Volume 2: 96

2. Affixes, Roots, and Stems

   a. Interpret new words by analyzing the meaning of prefixes and suffixes.
   Volume 1: 10, 34, 46, 54, 56, 57, 58, 70, 82, 94, 114, 116, 117, 118, 142, 154, 174, 176, 177
   Volume 2: 10, 54, 56, 57, 70, 82, 94, 106, 114, 116, 117, 118, 126, 128, 130, 154, 166, 178

   b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
   Volume 1: 22
c. Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).
Volume 1: 130, 178
Volume 2: 22, 34, 46, 58, 142

3. Synonyms, Antonyms, and Homonyms/Homophones-Apply knowledge of fifth grade level synonyms, antonyms, homonyms/homophones, and multiple meaning words to determine the meaning of words and phrases.
Volume 1: 80, 83, 176
Volume 2: 32, 73

*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.

Fluency is assessed on Day 5.
Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 184–185
Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 184–185

2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fifth grader reads approximately 105 words per minute).

Fluency is assessed on Day 5.
Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 184–185
Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 184–185
3. Read silently for increased periods of time.
   Silent reading occurs throughout the program. These are some of the many examples.
   Volume 1: 7, 47, 105, 143, 167
   Volume 2: 11, 45, 71, 103, 155

4. Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.
   Volume 1: 9, 31, 67, 95, 129
   Volume 2: 19, 43, 81, 105, 139

Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.

1. Literal Understanding

   a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
      This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 5, 28, 104, 137, 149
      Volume 2: 34, 76, 116, 128, 161

   b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
      This program includes a variety of fiction and nonfiction selections. These are some of the many examples.
      Volume 1: 31, 55, 70, 89, 107, 115, 118, 156
      Volume 2: 22, 24, 60, 83, 101, 142, 151, 155

   c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
      Volume 1: 54, 60, 78, 80, 82, 84, 118, 138, 140, 142, 144, 164, 166, 168
      Volume 2: 44, 46, 48, 114, 116, 118, 120, 138, 140, 142, 144, 162, 164, 166, 168

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Book icons (_visit) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Grade Five
d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.
Students recall or retell information in the stories.
Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 186
Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 186

2. Inferences and Interpretation

a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
Drawing conclusions is one of the four major comprehension skills taught in this program.
Volume 1: 18, 20, 22, 24, 56, 102, 106, 108, 150, 152, 154, 156, 162
Volume 2: 6, 8, 10, 12, 42, 54, 56, 58, 60, 66, 68, 70, 72, 90, 92, 94, 96, 126, 128, 130, 132

b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
Drawing conclusions is one of the four major comprehension skills taught in this program.
Volume 1: 18, 20, 22, 24, 56, 102, 106, 108, 150, 152, 154, 156, 162
Volume 2: 6, 8, 10, 12, 42, 54, 56, 58, 60, 66, 68, 70, 72, 90, 92, 94, 96, 126, 128, 130, 132

c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that undergo; the importance of a character's actions, motives, stereotypes and appearance to plot and theme).
Volume 1: 22, 23, 34, 35, 94, 106, 107, 118, 119, 131, 154, 155, 175
Volume 2: 10, 23, 35, 70, 71, 107, 154

d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
Volume 1: 22, 23, 34, 35, 47, 70, 94, 106, 107, 119, 154
Volume 2: 10, 11, 70, 71

e. Participate in creative response to text (e.g., art, drama, and oral presentation).
Students participate in Reader's Theater activities.
Volume 1: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179
Volume 2: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179

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3. Summary and Generalization

a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 24, 55, 91, 120, 151
Volume 2: 19, 48, 79, 127, 156

b. Make generalizations with information gleaned from text.
Students make generalizations as they discuss genre. These are some of the many examples.
Volume 1: 22, 53, 94, 125, 166
Volume 2: 46, 65, 118, 149, 178

c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.
On Day 5, students make connections across the texts read during the week.
Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181
Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181

d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 8, 20, 32, 68, 78, 90, 126
Volume 2: 18, 42, 80, 114, 150, 174, 216

4. Analysis and Evaluation

a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 5, 41, 77, 101, 113
Volume 2: 17, 53, 89, 113, 149

b. Identify the main problem or conflict of the plot and explain how it is resolved.
Volume 1: 35, 47, 71, 95, 131, 179
Volume 2: 35, 83

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c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
Volume 1: 23, 35, 94, 119, 174
Volume 2: 22, 35, 154, 155

d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 5, 33, 53, 79, 115
Volume 2: 17, 43, 69, 89, 117

e. Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
The following pages include discussions of story structure.
Volume 1: 10, 22, 34, 46, 58, 70, 82, 94, 106, 118, 130, 142, 154, 166, 178
Volume 2: 10, 22, 34, 46, 58, 70, 82, 94, 106, 118, 130, 142, 154, 166, 178

f. Distinguish among facts and inferences supported by evidence and opinions in text.
Volume 1: 128

*5. Monitoring and Correction Strategies

a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
Students self-monitor on the following pages:
Volume 1: 5, 10, 17, 22, 29, 34, 41, 46, 53, 58, 65, 70, 77, 82, 89, 94, 101, 106
Volume 2: 5, 10, 17, 22, 29, 34, 41, 46, 53, 58, 65, 70, 77, 82, 89, 94, 101, 106, 113, 118, 125, 130, 137, 142, 149, 154, 161, 173

b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
Volume 1: 68-69, 80-81, 92-93, 104-105, 116-117, 128-129
Volume 2: 32-33, 56-57, 68-69, 80-81, 92-93, 104-106

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Book icons (תלמיד) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

59 Grade Five
Standard 4: Literature - The student will read to contrast meaning and respond to a wide variety of literary forms.

1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.

   a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends). This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 46, 89, 115, 118, 137, 166, 180
      Volume 2: 34, 65, 82, 103, 125, 154

   b. Read and construct meaning from a variety of genres. This program includes a variety of genres. These are some of the many examples.
      Volume 1: 10, 24, 47, 72, 144, 156, 166
      Volume 2: 10, 24, 53, 72, 83, 106, 132, 154, 155

   c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).
      Volume 1: 23, 46, 95,
      Volume 2: 155

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details). This skill is taught throughout the program. These are some of the many examples.
      Volume 1: 17, 46, 65, 94, 113
      Volume 2: 5, 46, 77, 106, 118

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b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
The purpose of the Making Connection activity on Day 5 is to connect ideas across texts.
Volume 1: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181
Volume 2: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181

c. Identify the author's purpose (persuade, inform, or entertain).
Throughout the program students learn about characteristics of different genre and identify what they expect to learn from reading the passages. These are some of the many examples.
Volume 1: 22, 65, 89, 113, 125
Volume 2: 5, 53, 77, 125, 161

d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
Volume 1: 11, 131

3. Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work.

c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

- Imagery: the use of language to create vivid pictures in the reader's mind.
  Volume 1: 108, 144
  Volume 2: 36, 96, 132

- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.
  Volume 2: 96

d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
Volume 1: 108, 144
Volume 2: 36, 96, 132
*4. Literary Works - Read and respond to historically and culturally significant works of literature. *Example: Compare and analyze literary works from various cultures.*
Volume 2:154–155 (folk tale)

Standard 5: Research and Information: The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.
   
c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
   Volume 1: 12, 24, 32
   Volume 2: 166

e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. *Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.*
   Volume 1: 41, 58, 65, 89
   Volume 2: 89, 113, 161

2. Interpreting Information - Analyze and evaluate information from a variety of sources.
   
a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).
   Volume 1: 12, 36, 180
   Volume 2: 48

d. Summarize information from multiple sources into a written report or summary.
   Volume 1: 7, 12, 19, 24, 31, 36, 43, 48, 55, 60, 67, 72, 79, 84, 91, 96, 103, 108, 115, 120, 127, 132, 139, 144, 151, 156, 163, 168, 175, 180
   Volume 2: 7, 12, 19, 24, 31, 36, 43, 48, 55, 60, 67, 72, 79, 84, 91, 96, 103, 108, 115, 120, 127, 132, 139, 144, 151, 156, 163, 168, 175, 180

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Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use the writing process to develop, extend, and refine composition skills.  
   Example: Use a variety of prewriting activities, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.  
   Volume 1: 13, 23, 25, 37, 49, 73, 85, 97  
   Volume 2: 13, 25, 37, 73, 109, 133

3. Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering questions.  
   Volume 1: 11, 29, 35, 89, 101, 119  
   Volume 2: 5, 17, 35, 53, 83, 101, 137, 151, 179

4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
   a. Proofread to edit one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.  
      Volume 1: 71, 155

Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, instruct, and describe, while adjusting tone and style as appropriate. Example: Write a skit to present at your class talent show. Use funny words and phrases to make the audience laugh or convincing statements that might persuade them to support a particular idea. 
   Students use a variety of written forms in the Response to Literature activities. These are some of the many examples.  
   Volume 1: 35, 47, 53, 93, 117  
   Volume 2: 45, 59, 69, 93, 149

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Book icons ( bí ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
2. Write narratives (stories) that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. *Example:* 
*Select a type of narrative to write that is modeled after a mode of literature that has been shared in the classroom such as folktale, myth, science fiction, or mystery. Be sure to include an interesting beginning, develop the central conflict of the story, and establish an ending that resolves the conflict.*

Volume 1: 167
Volume 2: 11, 59, 71, 155

5. Write informational pieces with multiple paragraphs that:

- **b. establish and support a central theme or idea with a thesis statement.**
  Volume 1: 115
  Volume 2: 11

- **c. include supporting paragraphs with simple facts, details, and explanations.**
  Volume 1: 7, 19, 31, 35, 45, 55, 59, 67, 79, 81, 83, 91, 103, 131, 141, 151, 175

- **d. present important ideas and events in sequence or in chronological order.**
  Volume 1: 11, 47, 119, 127
  Volume 2: 35, 71, 107, 179

- **e. provide details and transitions to link paragraphs.**
  Volume 1: 95

7. Write responses to literature that:

- **a. demonstrate an understanding of a designated literary work.**
  This skill is taught throughout the program. These are some of the many examples.
  Volume 1: 19, 45, 91, 113, 155
  Volume 2: 5, 53, 83, 95, 117

- **b. support judgments through references to the text and connections to prior knowledge.**
  This skill is taught throughout the program. These are some of the many examples.
  Volume 1: 29, 69, 81, 103, 153
  Volume 2: 7, 31, 55, 67, 81
c. develop interpretations and evaluations that exhibit careful reading and understanding.
This skill is taught throughout the program. These are some of the many examples.
Volume 1: 31, 67, 71, 95, 119
Volume 2: 11, 33, 45, 69, 91

8. Write persuasive compositions or letters that:

a. state a clear position in support of a proposal.
The following pages provide an opportunity to meet this objective:
Volume 1: 60, 101
Volume 2: 153

b. support a position with relevant evidence and effective emotional appeals in order to persuade.
The following pages provide an opportunity to meet this objective:
Volume 1: 69, 101
Volume 2: 153

Standard 3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.

   a. Singular and plural forms of nouns
   Volume 1: 30, 32, 33

   d. Present, past, future, and present perfect verbs tense
   Volume 1: 42, 44, 45

   f. Descriptive, comparative, superlative, and demonstrative adjectives.
   Volume 1: 90, 92

3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

   a. Parentheses
   Volume 1: 71

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b. Quotation marks
Volume 1: 71

c. Terminal punctuation
Volume 1: 23, 71

d. Apostrophes in contractions and possessives
Volume 1: 150, 152 (contractions)

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.

a. Create interesting sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, modifiers, pronouns, and conjunctions.
Volume 1: 155
Volume 2: 47, 91

5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

b. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
Volume 1: 4, 10, 30, 32, 33, 34, 42, 44, 45, 58, 70, 82, 88, 94, 112, 114, 116, 117, 118, 177
Volume 2: 4, 10, 28, 52, 70, 82, 88, 106, 126, 128, 130, 154, 166

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

*Standard 1: Listening: The student will listen for information and for pleasure.

2. Listen critically and respond appropriately to oral communication to seek information not already discussed.
Volume 1: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168, 180
Volume 2: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168, 180

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**Standard 2: Speaking** - The student will express ideas and opinions in group or individual situations.

7. Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.
   Volume 1: 12, 24, 36, 43, 48, 55, 60, 72, 84, 96, 108
   Volume 2: 24, 43, 48, 60, 72, 84, 96, 108, 120, 144

**Standard 3: Group Interaction** - The student will use effective communication strategies in pairs and small group context.

2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.
   Volume 1: 19, 31, 35, 45, 81
   Volume 2: 69, 81, 105, 115

**Visual Literacy:** The student will interpret, evaluate, and compose visual messages.

**Standard 1: Interpret Meaning** - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.

1. Distinguish fact, opinion, and fiction in print and nonprint media.
   Volume 1: 5, 17, 70, 118
   Volume 2: 22, 29, 53

2. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.
   Volume 1: 7, 11, 12, 24, 31, 41, 48, 55, 58, 61, 79, 151, 153
   Volume 2: 19, 48, 55, 72, 89, 108, 115, 125, 127, 129, 151, 167

**Standard 2: Evaluate Media** - The student will evaluate visual and electronic media, such as film, as compared with print messages.

1. Interpret and evaluate the various ways visual image-makers, such as graphic artists, illustrators, and news photographers represent meaning.
   Volume 1: 17, 89, 101
   Volume 2: 29, 89, 101

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP). Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.
3. Listen to, view, or read literature which tells of characters in American and other cultures.
Volume 1: 53, 55, 57, 59
Volume 2: 41, 43, 45, 71