



# Learning A-Z

## Raz-Plus Alignment to Ontario, Canada

### Grade 1

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A1.	Transferable Skills: demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts
STAGE / SKILLS		Receptive and Expressive Communication
SUB-ORGANIZER / SPECIFIC EXPECTATION	A1.1.	identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

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STRAND / COURSE STRAND / OVERALL EXPECTATION	A. A1.	<a href="#">Yellowstone: A Place of Wild Wonders</a> <a href="#">Zoo Data</a> Literacy Connections And Applications Transferable Skills: demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts
		Student Agency and Engagement
STAGE / SKILLS		
SUB-ORGANIZER / SPECIFIC EXPECTATION	A1.2.	demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning

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STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Digital Citizenship
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.1.	demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities
STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Online Safety, Well-Being, and Etiquette
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.2.	demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission
STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Research and Information Literacy
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.3.	gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning
STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Forms, Conventions, and Techniques
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.4.	demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts
STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

STAGE / SKILLS		Media, Audience, and Production
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.5.	demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator
STRAND / COURSE	A.	No Correlations
STRAND / OVERALL EXPECTATION	A2.	<a href="#">Literacy Connections And Applications</a> Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Innovation and Design
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.6.	use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems
STRAND / COURSE	A.	<a href="#">Learning A-Z RAZ</a>
STRAND / OVERALL EXPECTATION	A2.	<a href="#">At the Movies</a> <a href="#">Eddie's Pet</a> <a href="#">Three Little Dogs</a> <a href="#">Literacy Connections And Applications</a> Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Community and Cultural Awareness
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.7.	communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
STRAND / COURSE	A.	No Correlations
STRAND / OVERALL EXPECTATION	A3.	<a href="#">Literacy Connections And Applications</a> Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations
STAGE / SKILLS		Cross-Curricular and Integrated Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.1.	apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life
STRAND / COURSE	A.	No Correlations
STRAND / OVERALL EXPECTATION	A3.	<a href="#">Literacy Connections And Applications</a> Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

STAGE / SKILLS	Identity and Community	
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.2.	<p>demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts</p> <p><a href="#">Learning A-Z RAZ</a></p> <p><a href="#">American Football</a></p> <p><a href="#">Argentina</a></p> <p><a href="#">Art Theme Pack</a></p> <p><a href="#">Baseball</a></p> <p><a href="#">Basketball</a></p> <p><a href="#">Canada</a></p> <p><a href="#">Comprehension Pack (Single-Session)</a></p> <p><a href="#">Cricket</a></p> <p><a href="#">Golf</a></p> <p><a href="#">Good Luck!</a></p> <p><a href="#">Hockey</a></p> <p><a href="#">Lacrosse</a></p> <p><a href="#">Literature Circles</a></p> <p><a href="#">Soccer</a></p> <p><a href="#">The Beast in Ms Rooney's Room</a></p> <p><a href="#">Writer's Response</a></p>
STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A3.	<p>Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations</p> <p>First Nations, Métis, and Inuit Perspectives and Ways of Knowing</p>
STAGE / SKILLS		
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.3.	<p>identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing</p> <p><a href="#">Learning A-Z RAZ</a></p> <p><a href="#">All About Coins</a></p> <p><a href="#">American Football</a></p> <p><a href="#">Argentina</a></p> <p><a href="#">Art Theme Pack</a></p> <p><a href="#">Baseball</a></p> <p><a href="#">Basketball</a></p> <p><a href="#">Bears, Ten by Ten</a></p> <p><a href="#">Canada</a></p> <p><a href="#">Change the Order</a></p> <p><a href="#">Citizenship Theme Pack</a></p> <p><a href="#">Counting On Friends</a></p> <p><a href="#">Counting on Bears</a></p> <p><a href="#">Cricket</a></p> <p><a href="#">Golf</a></p>

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Effective Listening Skills
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.1.	use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Listening Strategies for Comprehension
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.2.	identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally
		No Correlations
STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Speaking Purposes and Strategies
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.3.	identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently
		No Correlations

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Oral and Non-Verbal Communication Strategies
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.4.	identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages
STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Word Choice, Syntax, and Grammar in Oral Communication
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.5.	use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas

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STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Phonemic Awareness
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.1.	use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Alphabetic Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.2.	name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity

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STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Phonics: Grapheme-Phoneme Correspondence
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.3.	identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity

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[Consonant Mm](#)  
[Consonant Nn](#)  
[Consonant Pp](#)  
[Consonant Qq](#)  
[Consonant Rr](#)  
[Consonant Ss](#)  
[Consonant Tt](#)  
[Consonant Vv](#)  
[Consonant Ww](#)  
[Consonant Xx](#)  
[Consonant Yy](#)  
[Consonant Zz](#)  
[Cranberries](#)  
[Crazy Cakes](#)  
[Crazy Cat, Consonant Cc](#)  
[Did It Fit?](#)  
[Discovering Dinosaurs](#)  
[Do Not Eat That!](#)  
[Do You Know This Nose?](#)  
[Dollars and Cents](#)  
[Dolly's Drama Queen Day](#)  
[Double It!](#)  
[Dr. King's Memorial](#)  
[Dr. King's Memorial](#)  
[Earth's Water](#)  
[Eat Like a Pig](#)  
[Eddie's Pet](#)  
[Election Day](#)  
[Fall Forward, Spring Back](#)  
[Fantastic Phil](#)  
[Fast and Faster](#)  
[Fire Safety](#)  
[Firefighters](#)  
[Firefighters](#)  
[Fish Tank Fun](#)

[Fishing with Grandpa](#)  
[Five Seconds to Blastoff!](#)  
[Fog](#)  
[Fox and Frog, Consonant Ff](#)  
[Friends Around the World](#)  
[Frog's Mississippi River Adventure](#)  
[Fun Fish](#)  
[Future Flowers](#)  
[Fuzzy Buzzy Bee](#)  
[Getting Around the City](#)  
[Give Them Back](#)  
[Going to the Dentist](#)  
[Goldilocks and the Other Three Bears](#)  
[Goldilocks and the Three Bears](#)  
[Good Luck!](#)  
[Grandpa's Goat, Consonant Gg](#)  
[Grandparents Day](#)  
[Greater Than](#)  
[Grounded to Earth](#)  
[Grow Tomatoes in Six Steps](#)  
[Guess That President](#)  
[Habitats/Adaptations Theme Pack](#)  
[Happy Cat and the Hats, Consonant Hh](#)  
[Harriet Tubman](#)  
[Hats at Work](#)  
[Helpful Bats](#)  
[Here Come the Cranes!](#)  
[Hobbies](#)  
[Hooray for the Farmer's Market!](#)  
[Horrible Lori, R-Controlled](#)  
[How Many Teeth](#)  
[How to Build a Guitar](#)  
[How to Make a Drum](#)  
[How to Tie Your Shoes](#)  
[I Am Thankful](#)  
[I Am Your New Plant](#)  
[I Am a Gymnast](#)  
[I Bet I Can](#)  
[I Hide](#)  
[I Like My Hair](#)  
[I Need a Snow Day!](#)  
[I Work at the Stables](#)  
[I'd Like To Be](#)  
[Imagine the Beach](#)  
[In the Spotlight](#)  
[Incredible Places to Stay](#)  
[Insect Wings](#)

[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[Jane Goodall](#)  
[Jason at the Jump-a-thon](#)  
[Jelly and Jam Consonant Jj](#)  
[Jobs We Do At School](#)  
[Jobs for James](#)  
[Just a Trim](#)  
[Kaden's Kwanzaa](#)  
[Karate](#)  
[Katie and Katie](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Landmarks/Places Theme Pack](#)  
[Laws for Kids](#)  
[Leap Year Birthday](#)  
[Legs, Wings, Fins, and Flippers](#)  
[Leopard, Ram, and Jackal](#)  
[Less Than](#)  
[Let's Build a Fairy Bridge](#)  
[Let's Carve a Pumpkin](#)  
[Let's Make Shapes!](#)  
[Let's Make a Bird Feeder](#)  
[Lily the Cat](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Little Loon](#)  
[Little Red Riding Hood](#)  
[Living Or Nonliving?](#)  
[Long /e/ \(The Bee and the Flea\)](#)  
[Long /i/ \(The Kind Knight\)](#)  
[Long /o/ \(Joan's Goats and Moe's Crows\)](#)  
[Lost and Found](#)  
[Lou's Flu](#)  
[Lucky Chinese New Year](#)  
[Lunch Boxes](#)  
[MP Blend](#)  
[Make A Tree Friend](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Math Test Mix-Up](#)  
[Meet the Beetles](#)  
[Messy Martha](#)  
[Mike's Good Bad Day](#)  
[Miles the Nile Crocodile](#)  
[Monkey and Crocodile](#)  
[Motorcycles](#)  
[Moving Bridges](#)  
[Mr. Irwin's Field Trips, R-Controlled](#)  
[Mud Balls!](#)

[Muddy Boots](#)  
[My Brain](#)  
[My Day](#)  
[My First Class Play](#)  
[My Lungs](#)  
[My Muscles](#)  
[My New City](#)  
[My New School](#)  
[My Stomach](#)  
[My Uncle is a Firefighter](#)  
[Night Animals](#)  
[No, Lily, Don't!](#)  
[Not Enough Snow](#)  
[Nothing for Father's Day](#)  
[Nuts in My Nest, Consonant Nn](#)  
[Ocean Animals](#)  
[On the Moon](#)  
[One Smart Pig](#)  
[Our Camping Trip](#)  
[Our Class Flag](#)  
[Our Good Night Story](#)  
[Pedro's Burro](#)  
[Pets Are Pests, Consonant Pp](#)  
[Picture Day](#)  
[Pillow Fort Password](#)  
[Pinatas Are Fun](#)  
[Pop, Pop, Boom!](#)  
[Princess Prefix](#)  
[Quack! Quack! Will Duck Get Back?](#)  
[Rapunzel](#)  
[Ready, Set, Bike!](#)  
[Reindeer](#)  
[Rent a Llama](#)  
[Ride, Cling, Run](#)  
[River Otters](#)  
[Robots All Around!](#)  
[Runaway Snowball](#)  
[ST Blend](#)  
[Safe Biking with Dad](#)  
[Sailing the Windy Waves](#)  
[Sam's Fourth of July](#)  
[Say "Cheese"](#)  
[Science Fair](#)  
[Seashells](#)  
[Sew Who?](#)  
[Ships and Boats](#)  
[Short /a/, Long /a/ vowel sounds](#)

[Short /e/ Digraph](#)  
[Short /e/, Long /e/ vowel sounds](#)  
[Short /i/, Long /i/ vowel sounds](#)  
[Short /o/, Long /o/ vowel sounds](#)  
[Short /u/, Long /u/ vowel sounds](#)  
[Short Vowel /a/](#)  
[Short Vowel /e/](#)  
[Short Vowel /i/](#)  
[Short Vowel /o/](#)  
[Short Vowel /u/](#)  
[Short Vowel Sort](#)  
[Signs Are Everywhere](#)  
[Silent Consonants](#)  
[Silent e](#)  
[Silly Sarah](#)  
[Sir Suffix](#)  
[Sister Daisy, Sister Rose](#)  
[Skateboards](#)  
[Sky High!](#)  
[Sleds](#)  
[Slow and Slower](#)  
[Smile!](#)  
[Soft C](#)  
[Soft G](#)  
[Some Birds Go](#)  
[Squirrel Acrobats](#)  
[Stars and Stripes](#)  
[Statues in the Ice](#)  
[Stone Soup](#)  
[Stop Snoring!](#)  
[Sugar, Sugar Everywhere](#)  
[Summer Olympics Events](#)  
[Super Thrift](#)  
[SuperZero](#)  
[Swamps](#)  
[Tadpole Teasing](#)  
[Taking the Train](#)  
[Taste This](#)  
[Terrific Tree Houses](#)  
[Thank You, Everyone!](#)  
[The Big Blue Cube, Long /u/ vowel sound](#)  
[The Butterfly Life Cycle](#)  
[The Butterfly Life Cycle](#)  
[The Camel and the Pig](#)  
[The Chase](#)  
[The Class Pet](#)  
[The Creature Constitution](#)

[The Digging Dog, Consonant Dd](#)  
[The Empty Pot](#)  
[The Giant Turnip](#)  
[The Goat and the Singing Wolf](#)  
[The Grand Canyon](#)  
[The Hard Frost](#)  
[The Heart of a Monkey](#)  
[The Last Day of School](#)  
[The Lion and the Mouse](#)  
[The Other Book of World Records](#)  
[The Parking Ticket](#)  
[The Pirate Substitute](#)  
[The Powwow Beat](#)  
[The Queen Ant's Birthday](#)  
[The Queen's Queasy Tummy, , Consonant Qq](#)  
[The Race, Consonant Rr](#)  
[The Reason for Sneezing](#)  
[The Sisters C](#)  
[The Sky Is Falling](#)  
[The Spider's Web](#)  
[The Stonecutter](#)  
[The Sunflower Hut](#)  
[The Think-Fest Thief, Consonant Th](#)  
[The Tortoise and the Hare](#)  
[The Ugly Umbrella, Short /u/ vowel sound](#)  
[The Vet](#)  
[The Walrus and the Whale, Consonant Ww](#)  
[Three Little Dogs](#)  
[Tiger Sharks](#)  
[To the Woods](#)  
[Toby the Tiger, Consonant Tt](#)  
[Tom and the Egg, Letter Oo vowel sound](#)  
[Too Much Work](#)  
[Tootsie Can Talk](#)  
[Tornadoes](#)  
[Trucks Dig and Dump](#)  
[Try, Try Again](#)  
[Tunnels](#)  
[Turtle! Tortoise!](#)  
[Two Daughters](#)  
[Two Make Twins](#)  
[Two for Me, One for You](#)  
[Under That Rock](#)  
[Using Less Energy](#)  
[VCe Long /a/](#)  
[VCe Long /i/](#)  
[VCe Long /o/](#)

[VCe Long /u/](#)  
[Vince and Vickie's Adventure, Consonant Vv](#)  
[Vroom Zoom! It's Race Day](#)  
[Wake Up, Bear](#)  
[Want To Be a Beaver?](#)  
[We Build a Robot](#)  
[We Do Yoga](#)  
[We Give Away](#)  
[We Make Maple Syrup](#)  
[We Need a Vacation! Long /e/ vowel sound](#)  
[Welcome Back, Butterflies](#)  
[Welcome, Carlos!](#)  
[Whale Watching](#)  
[What Do You See?](#)  
[What Lives in This Hole?](#)  
[What in the World Is That?](#)  
[What to Wear](#)  
[What's In That Shell?](#)  
[What's in That Pouch?](#)  
[What?](#)  
[Where Are My Things?](#)  
[Where Is Cub?](#)  
[Where Plants Grow](#)  
[Where is Whiskers? Digraph Wh](#)  
[Where's the Joey?](#)  
[Which Tree?](#)  
[Who Needs Rain](#)  
[Why Can't I?](#)  
[Why Does an Octopus Need Eight Arms?](#)  
[Why I'm Late Today](#)  
[William Shakespeare](#)  
[Winter Sports](#)  
[Yellowstone: A Place of Wild Wonders](#)  
[You Can Cross](#)  
[Yuri's Yams, Consonant Yy](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Word-Level Reading and Spelling: Using Phonics Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.4.	use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts

[Learning A-Z RAZ](#)  
[2016 Summer Olympic Games](#)  
[A Desert Counting Book](#)  
[A Look at Fossils](#)

[A Monument for George](#)  
[A Super Special Soup, Blend S](#)  
[A Super Special Soup, Consonant Ss](#)  
[A Trip to Petra](#)  
[A Trip to Rio](#)  
[A Week With Grandpa](#)  
[Abigail Adams](#)  
[Albert the Angry Alligator, Letter Aa vowel sound](#)  
[All About Coyotes](#)  
[All About Foxes](#)  
[All About Orcas](#)  
[Anna and the Dancing Goose](#)  
[April's Big Day, Long /a/ vowel sound](#)  
[Are You From Brazil?](#)  
[Are You Okay?](#)  
[At a Fall Fair](#)  
[At the Movies](#)  
[At the Watering Hole](#)  
[Ava Is a Vegan](#)  
[Bear and Kangaroo](#)  
[Bears and Beans, Consonant Bb](#)  
[Bees Feed Me](#)  
[Beginning Letter/Sound Match](#)  
[Being a Leftie](#)  
[Birds](#)  
[Brainstorm Bear](#)  
[Bubbles](#)  
[Buddy the Bear](#)  
[Calming Down](#)  
[Caring for Earth](#)  
[Caring for Your Dog](#)  
[Carlos' First Halloween](#)  
[Changing Seasons](#)  
[Cheese Power, Digraph Ch](#)  
[Chico Sees a Ghost, Long /o/ vowel sound](#)  
[Cinderella](#)  
[Cinderello](#)  
[City Animals](#)  
[City Falcons](#)  
[Clouds](#)  
[Color Wheel Colors](#)  
[Come Meet the Moon](#)  
[Community Helpers](#)  
[Community Workers](#)  
[Comprehension Pack \(Single-Session\)](#)  
[Cranberries](#)  
[Crazy Cakes](#)

[Crazy Cat, Consonant Cc](#)  
[Cy and Medusa](#)  
[Discovering Dinosaurs](#)  
[Discovering Dinosaurs](#)  
[Do You Know This Nose?](#)  
[Doctor Jen](#)  
[Dr. King's Memorial](#)  
[Drums Around the World](#)  
[Earth's Water](#)  
[Election Day](#)  
[Fall Forward, Spring Back](#)  
[Fantastic Phil](#)  
[Firefighters](#)  
[Firefighters](#)  
[Fishing with Grandpa](#)  
[Flashlight Shadow Show](#)  
[Fog](#)  
[Following the Map](#)  
[Fox and Frog, Consonant Ff](#)  
[Friends Around the World](#)  
[Friends in the Stars](#)  
[Fun Fish](#)  
[Fuzzy Buzzy Bee](#)  
[Gaggle, Herd, and Murder](#)  
[Goats Are Great!](#)  
[Good Luck!](#)  
[Gordon Finds His Way](#)  
[Grandpa's Goat, Consonant Gg](#)  
[Greater Than](#)  
[Guess That President](#)  
[Happy Cat and the Hats, Consonant Hh](#)  
[Hibernation](#)  
[Hibernation](#)  
[Horrible Lori, R-Controlled](#)  
[How Do They Move?](#)  
[How Is the Weather Today?](#)  
[Hugs](#)  
[Humminbirds](#)  
[I Am Thankful](#)  
[I Am a Gymnast](#)  
[I Hide](#)  
[Imagine the Beach](#)  
[Insect Wings](#)  
[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Is That a Fish?](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[Jake's Valentine Treats](#)

[Jelly and Jam Consonant Jj](#)  
[Jobs We Do At School](#)  
[Just a Trim](#)  
[Karate](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Less Than](#)  
[Let's Make a Bird Feeder](#)  
[Lily the Cat](#)  
[Little Bear's Visit](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Little Loon](#)  
[Little Red Riding Hood](#)  
[Long Ago and Today](#)  
[Lost and Found](#)  
[Lou's Flu](#)  
[MP Blend](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Maria's Thanksgiving](#)  
[Meet the Beetles](#)  
[Miles the Nile Crocodile](#)  
[Miss Nelson Has a Field Day](#)  
[Mole and Shrew Have Jobs to Do](#)  
[Motorcycles](#)  
[Mouse Soup](#)  
[Moving Bridges](#)  
[Mr. Irwin's Field Trips, R-Controlled](#)  
[Muddy Boots](#)  
[My Brain](#)  
[My Lungs](#)  
[My Muscles](#)  
[My New City](#)  
[My New School](#)  
[My Stomach](#)  
[Nature Stinks!](#)  
[New Rule!](#)  
[No Fighting, No Biting!](#)  
[Nothing Scares Me!](#)  
[Nuts in My Nest, Consonant Nn](#)  
[Ocean Animals](#)  
[On Marge's French Toast](#)  
[Our Five Senses](#)  
[Our Good Night Story](#)  
[Owls Overhead](#)  
[Pets Are Pests, Consonant Pp](#)  
[Phonological Awareness: Lesson 06](#)  
[Phonological Awareness: Lesson 07](#)  
[Phonological Awareness: Lesson 08](#)

[Phonological Awareness: Lesson 09](#)  
[Phonological Awareness: Lesson 10](#)  
[Phonological Awareness: Lesson 11](#)  
[Phonological Awareness: Lesson 12](#)  
[Phonological Awareness: Lesson 13](#)  
[Phonological Awareness: Lesson 14](#)  
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[Phonological Awareness: Lesson 16](#)  
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[Phonological Awareness: Lesson 27](#)  
[Phonological Awareness: Lesson 28](#)  
[Phonological Awareness: Lesson 29](#)  
[Phonological Awareness: Lesson 30](#)  
[Picture Day](#)  
[Pillow Fort Password](#)  
[Pocket Parks](#)  
[Poppleton Everyday](#)  
[Princess Prefix](#)  
[Quack! Quack! Will Duck Get Back?](#)  
[Rapunzel](#)  
[Rent a Llama](#)  
[River Otters](#)  
[Roadside Oddities](#)  
[Rock Hunting](#)  
[Ruby Bridges](#)  
[ST Blend](#)  
[Scaredy Crow](#)  
[Science Fair](#)  
[Seashells](#)  
[See the Sea Otter](#)  
[Senses](#)  
[Sew Who?](#)  
[Short Vowel Sort](#)  
[Silent Consonants](#)  
[Sir Suffix](#)  
[Sister Daisy, Sister Rose](#)  
[Skateboards](#)  
[Sloth Wants to Snooze](#)

[Soft C](#)  
[Soft G](#)  
[Spring Is Here](#)  
[Squirrel Acrobats](#)  
[Statues in the Sand](#)  
[Sugar, Sugar Everywhere](#)  
[Swamps](#)  
[Taste This](#)  
[The Beast in Ms Rooney's Room](#)  
[The Big Blue Cube, Long /u/ vowel sound](#)  
[The Butterfly Life Cycle](#)  
[The Class Pet](#)  
[The Contest](#)  
[The Day I Needed Help](#)  
[The Digging Dog, Consonant Dd](#)  
[The Empty Pot](#)  
[The Food Chain](#)  
[The Giant Turnip](#)  
[The Grand Canyon](#)  
[The Hard Frost](#)  
[The Heart of a Monkey](#)  
[The Know-Nothings](#)  
[The Know-Nothings Talk Turkey](#)  
[The Lion and the Mouse](#)  
[The Parking Ticket](#)  
[The Queen's Queasy Tummy, , Consonant Qq](#)  
[The Race, Consonant Rr](#)  
[The Reason for Sneezing](#)  
[The Sisters C](#)  
[The Stonecutter](#)  
[The Storm](#)  
[The Sunflower Hut](#)  
[The Tale of Tom Kitten](#)  
[The Team](#)  
[The Think-Fest Thief, Consonant Th](#)  
[The Ugly Umbrella, Short /u/ vowel sound](#)  
[The Walrus and the Whale, Consonant Ww](#)  
[Three Little Dogs](#)  
[Time For Bed](#)  
[To the Store](#)  
[Toby the Tiger, Consonant Tt](#)  
[Tom and the Egg, Letter Oo vowel sound](#)  
[Tootsie Can Talk](#)  
[Tornadoes](#)  
[Troll Bridge](#)  
[Two Make Twins](#)  
[Uncle Elephant](#)

[Using Less Energy](#)  
[Vince and Vickie's Adventure, Consonant Vv](#)  
[Walter Tries to Whistle](#)  
[We Need a Vacation! Long /e/ vowel sound](#)  
[Welcome Back, Butterflies](#)  
[Whale Watching](#)  
[What's In That Shell?](#)  
[What?](#)  
[When I Grow Up](#)  
[Where Animals Live](#)  
[Where Are My Things?](#)  
[Where Is Cub?](#)  
[Where is Whiskers? Digraph Wh](#)  
[Which Tree?](#)  
[Who Needs Rain](#)  
[Wild Turkeys](#)  
[William Shakespeare](#)  
[Winter Sports](#)  
[Wojapi Time](#)  
[Words All Around](#)  
[Workers](#)  
[Yellowstone: A Place of Wild Wonders](#)  
[Yuri's Yams, Consonant Yy](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Word-Level Reading and Spelling: Using Orthographic Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.5.	use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading

[Learning A-Z RAZ](#)  
[A Super Special Soup, Blend S](#)  
[A Super Special Soup, Consonant Ss](#)  
[Albert the Angry Alligator, Letter Aa vowel sound](#)  
[April's Big Day, Long /a/ vowel sound](#)  
[Art Theme Pack](#)  
[Bears and Beans, Consonant Bb](#)  
[Careers/Technology Theme Pack](#)  
[Cheese Power, Digraph Ch](#)  
[Chico Sees a Ghost, Long /o/ vowel sound](#)  
[Citizenship Theme Pack](#)  
[Comprehension Pack \(Single-Session\)](#)  
[Crazy Cat, Consonant Cc](#)  
[Fox and Frog, Consonant Ff](#)  
[Grandpa's Goat, Consonant Gg](#)  
[Habitats/Adaptations Theme Pack](#)  
[Happy Cat and the Hats, Consonant Hh](#)

[Horrible Lori, R-Controlled](#)  
[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[Jelly and Jam Consonant Jj](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Landmarks/Places Theme Pack](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Mr. Irwin's Field Trips, R-Controlled](#)  
[Nuts in My Nest, Consonant Nn](#)  
[Pets Are Pests, Consonant Pp](#)  
[The Big Blue Cube, Long /u/ vowel sound](#)  
[The Digging Dog, Consonant Dd](#)  
[The Queen's Queasy Tummy, , Consonant Qq](#)  
[The Race, Consonant Rr](#)  
[The Think-Fest Thief, Consonant Th](#)  
[The Ugly Umbrella, Short /u/ vowel sound](#)  
[The Walrus and the Whale, Consonant Ww](#)  
[Toby the Tiger, Consonant Tt](#)  
[Tom and the Egg, Letter Oo vowel sound](#)  
[Traditional Tales Theme Pack](#)  
[Vince and Vickie's Adventure, Consonant Vv](#)  
[We Need a Vacation! Long /e/ vowel sound](#)  
[Where is Whiskers? Digraph Wh](#)  
[Yuri's Yams, Consonant Yy](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Word-Level Reading and Spelling: Using Morphological Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.6.	use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

[Learning A-Z RAZ](#)  
[2014 Winter Olympic Games](#)  
[A Monument for George](#)  
[Bats Day and Night](#)  
[Blackbeard the Pirate](#)  
[Brainstorm Bear](#)  
[Comprehension Pack \(Single-Session\)](#)  
[Discovering Dinosaurs](#)  
[Dolly's Drama Queen Day](#)  
[Eat Like a Pig](#)  
[Flashlight Shadow Show](#)  
[Here Come the Cranes!](#)  
[Homemade Halloween](#)  
[Hooray for the Farmer's Market!](#)  
[Just a Trim](#)

[Let's Build a Fairy Bridge](#)  
[Mike's Good Bad Day](#)  
[My Uncle is a Firefighter](#)  
[No Fighting, No Biting!](#)  
[Pedro's Burro](#)  
[Princess Prefix](#)  
[Rapunzel](#)  
[Sir Suffix](#)  
[Sled Dogs to the Rescue](#)  
[The Creature Constitution](#)  
[The Empty Pot](#)  
[The Heart of a Monkey](#)  
[The Legend of the Giant's Causeway](#)  
[The Parking Ticket](#)  
[Tornadoes](#)  
[Troll Bridge](#)  
[What Lives in This Hole?](#)  
[Why I'm Late Today](#)  
[Working with Animals](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Vocabulary
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.7.	demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

[Learning A-Z RAZ](#)  
[2014 Winter Olympic Games](#)  
[2016 Summer Olympic Games](#)  
[A Backyard Garden](#)  
[A Camel Plods Along](#)  
[A Clown Face](#)  
[A Day of Firsts](#)  
[A Forest is Full of Life](#)  
[A Look at Fossils](#)  
[A Park](#)  
[A Pocket Park for Tiny, Pocket Parks](#)  
[A President's Day](#)  
[A Rainbow of Food](#)  
[A Seed Grows](#)  
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[The Butterfly Life Cycle](#)  
[The Butterfly Life Cycle](#)  
[The Disappearing Moon](#)  
[The Food Chain](#)  
[The Food We Eat](#)  
[The Four Seasons](#)  
[The Grand Canyon](#)  
[The Measurement Mysteries](#)  
[The Powwow Beat](#)  
[The Queen Ant's Birthday, Ants, Ants, and More Ants](#)  
[The Reason for Sneezing](#)  
[The Shape Game](#)  
[The Spider's Web](#)  
[The Story of the Statue](#)  
[The Sunflower Hut](#)  
[The Team](#)  
[The Washington Monument](#)  
[This Is a Bird](#)  
[Tian Tian, A Giant Panda](#)  
[Tiger Sharks](#)  
[Time of Day](#)

[Tornadoes](#)  
[Trucking](#)  
[Trucks Dig and Dump](#)  
[Tunnels](#)  
[Turtle! Tortoise!](#)  
[Twenty, More or Less](#)  
[Two Make Twins](#)  
[Vroom Zoom! It's Race Day](#)  
[Want To Be a Beaver?](#)  
[We Make Maple Syrup](#)  
[Weird Bird Beaks](#)  
[Weird White House Pets](#)  
[What Comes From Plants](#)  
[What Do You See?](#)  
[What Lives in This Hole?](#)  
[What Pet Should You Get?](#)  
[What Time Is It?](#)  
[What in the World Is That?](#)  
[What's In That Shell?](#)  
[What's in That Pouch?](#)  
[Where Animals Live](#)  
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[Where's the Joey?](#)  
[Which Is Greater?](#)  
[Which Tree?](#)  
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[Whose Eggs Are These?](#)  
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[Working with Animals](#)  
[Writer's Response](#)  
[Yellowstone: A Place of Wild Wonders](#)  
[You Can Cross](#)  
[Zoo Data](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Reading Fluency: Accuracy, Rate, and Prosody
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.8.	read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression

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[2016 Summer Olympic Games](#)

[A Super Special Soup, Blend S](#)

[A Super Special Soup, Consonant Ss](#)

[A Trip to Rio](#)

[Albert the Angry Alligator, Letter Aa vowel sound](#)

[April's Big Day, Long /a/ vowel sound](#)

[Art Theme Pack](#)

[Bears and Beans, Consonant Bb](#)

[Careers/Technology Theme Pack](#)

[Cheese Power, Digraph Ch](#)

[Chico Sees a Ghost, Long /o/ vowel sound](#)

[Citizenship Theme Pack](#)

[Comprehension Pack \(Multisession\), A Week With Grandpa](#)

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[Comprehension Pack \(Multisession\), Getting Around the City](#)

[Comprehension Pack \(Multisession\), Hugs](#)

[Comprehension Pack \(Multisession\), Making Pizza](#)

[Comprehension Pack \(Multisession\), Maria's Halloween](#)

[Comprehension Pack \(Multisession\), Senses](#)

[Comprehension Pack \(Multisession\), The Four Seasons](#)

[Comprehension Pack \(Multisession\), The Mitten](#)

[Comprehension Pack \(Multisession\), The Sky is Falling](#)

[Comprehension Pack \(Multisession\), The Storm](#)

[Comprehension Pack \(Multisession\), Time for Bed](#)

[Comprehension Pack \(Multisession\), To The Store](#)

[Comprehension Pack \(Multisession\), What?](#)

[Comprehension Pack \(Multisession\), Where Plants Grow](#)

[Comprehension Pack \(Single-Session\)](#)

[Crazy Cat, Consonant Cc](#)

[Fluency Practice Passage](#)

[Fox and Frog, Consonant Ff](#)  
[Grandpa's Goat, Consonant Gg](#)  
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[Happy Cat and the Hats, Consonant Hh](#)  
[Horrible Lori, R-Controlled](#)  
[Influenza](#)  
[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[Jelly and Jam Consonant Jj](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Landmarks/Places Theme Pack](#)  
[Litte Bear's Friend](#)  
[Little Bear](#)  
[Little Bear's Visit](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Lou's Flu](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Messy Martha](#)  
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[Mole and Shrew Have Jobs to Do](#)  
[Mouse Soup](#)  
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[Native American](#)  
[No Fighting, No Biting!](#)  
[Nuts in My Nest, Consonant Nn](#)  
[Pets Are Pests, Consonant Pp](#)  
[Poppleton Everyday](#)  
[Reader's Theater Scripts](#)  
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[The Big Blue Cube, Long /u/ vowel sound](#)  
[The Digging Dog, Consonant Dd](#)  
[The Know-Nothings](#)  
[The Know-Nothings Talk Turkey](#)  
[The Queen's Queasy Tummy, , Consonant Qq](#)  
[The Race, Consonant Rr](#)  
[The Tale of Tom Kitten](#)  
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[Toby the Tiger, Consonant Tt](#)  
[Tom and the Egg, Letter Oo vowel sound](#)  
[Uncle Elephant](#)  
[Vince and Vickie's Adventure, Consonant Vv](#)  
[We Need a Vacation! Long /e/ vowel sound](#)  
[Where is Whiskers? Digraph Wh](#)  
[Yuri's Yams, Consonant Yy](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B3.	Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts
STAGE / SKILLS		Syntax and Sentence Structure
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.1.	identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences

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[A Look at Fossils](#)

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[Where Are My Things?](#)

[Who Needs Rain](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B3.	Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts
STAGE / SKILLS		Grammar
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.2.	demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun "I", the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

#### Learning A-Z RAZ

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[Why the Bat Flies Only at Night](#)  
[Wiggly Worms](#)  
[Wiggly Worms](#)  
[Workers](#)  
[Yellowstone: A Place of Wild Wonders](#)  
[You Can Cross](#)  
[Yuri's Yams, Consonant Yy](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B3.	Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts
STAGE / SKILLS		Capitalization and Punctuation
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.3.	use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end

[Learning A-Z RAZ](#)  
[A Day for Dad](#)  
[A Day of Firsts](#)  
[All Kinds of Factories](#)  
[All Kinds of Musical Instruments](#)  
[Art Theme Pack](#)  
[Bubbles](#)  
[Calming Down](#)  
[Careers/Technology Theme Pack](#)  
[Citizenship Theme Pack](#)  
[Frog's Mississippi River Adventure](#)  
[From Pumpkin Seed to Jack-o'-Lantern](#)  
[Habitats/Adaptations Theme Pack](#)  
[Hooray for the Farmer's Market!](#)  
[How Many Teeth](#)  
[I Need An Eraser](#)  
[Jake's Valentine Treats](#)  
[Landmarks/Places Theme Pack](#)  
[Little Bear](#)  
[Maddy Loves to March](#)  
[Mole and Shrew Have Jobs to Do](#)  
[Mud Balls!](#)  
[My Day](#)  
[Quack! Quack! Will Duck Get Back?](#)  
[Robots All Around!](#)  
[The Know-Nothings](#)  
[The Storm](#)  
[The Team](#)  
[To the Store](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION	<a href="#">Traditional Tales Theme Pack</a> <a href="#">Troll Bridge</a> <a href="#">Trucks Dig and Dump</a> <a href="#">Turtle! Tortoise!</a> <a href="#">Where Plants Grow</a> <a href="#">Who Ate My Latkes?</a>	
	C.	Comprehension: Understanding and Responding to Texts
	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Using Foundational Knowledge and Skills to Comprehend Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.1.	read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

[Learning A-Z RAZ](#)  
[2014 Winter Olympic Games](#)  
[2016 Summer Olympic Games](#)  
[A Desert Counting Book](#)  
[A Visit to the Zoo](#)  
[A Walk With Mom](#)  
[Acadia National Park \[ILO\]](#)  
[All Kinds of Factories](#)  
[All Kinds of Musical Instruments](#)  
[American Symbols](#)  
[Animal Eyes](#)  
[Animals, Animals](#)  
[Animals, Animals](#)  
[Ants, Ants, and More Ants](#)  
[Arctic Animals](#)  
[At the Library](#)  
[Ava Is a Vegan](#)  
[Baa Baa Black Sheep](#)  
[Backyard Camping](#)  
[Battery Power!](#)  
[Being Bilingual](#)  
[Blue Whales: Giant Mammals](#)  
[Brazil](#)  
[Calming Down](#)  
[Can You Say Pterodactyl?](#)  
[Caretakers](#)  
[Caring for Earth](#)  
[Caring for Your Dog](#)  
[Carlos' First Halloween](#)  
[Carlos' First Thanksgiving](#)  
[Cascarones](#)  
[Changes](#)  
[Circle of Smiles](#)

[Clouds](#)  
[Community Helpers](#)  
[Community Workers](#)  
[Comprehension Pack \(Multisession\), Bear and Kangaroo](#)  
[Condors: Giant Birds](#)  
[Country Animals](#)  
[Country Places](#)  
[Darby's Birthday Party](#)  
[Do Not Eat That!](#)  
[Doctor Foster](#)  
[Dogs at Work](#)  
[Dollars and Cents](#)  
[Dolly's Drama Queen Day](#)  
[Earth's Water](#)  
[Earth's Water](#)  
[Egypt](#)  
[Election Day](#)  
[Elephants: Giant Mammals](#)  
[Families](#)  
[Fantastic Flying Machines](#)  
[Feliz Navidad, Carlos!](#)  
[Fire Safety](#)  
[Fish Tank Fun](#)  
[Flies](#)  
[Future Flowers](#)  
[Gaggle, Herd, and Murder](#)  
[Getting Ready for School](#)  
[Going to the Art Museum](#)  
[Goliath Beetles: Giant Insects](#)  
[Goliath Bird-Eating Spiders: Giant Arachnids](#)  
[Good Luck!](#)  
[Grandparents Day](#)  
[Greater Than](#)  
[Grow Tomatoes in Six Steps](#)  
[Grow, Vegetables, Grow!](#)  
[Hey, Diddle Diddle](#)  
[Hibernation](#)  
[Hibernation](#)  
[Hobbies](#)  
[How Do They Move?](#)  
[How to Make Paper](#)  
[How to Make a Drum](#)  
[How to Make a Snow Person](#)  
[Humpty Dumpty](#)  
[I Collect That](#)  
[I Count 100 Things](#)  
[I Had a Little Hen](#)

[I Hide](#)  
[I Like My Hair](#)  
[I Work at the Stables](#)  
[I'm Never Alone](#)  
[I'm the Tall One](#)  
[Ichiro Suzuki](#)  
[In a Chinese Garden](#)  
[In the Mountains](#)  
[Incredible Places to Stay](#)  
[Influenza](#)  
[It's Cinco de Mayo, Carlos!](#)  
[Jack and Jill](#)  
[Jobs We Do At School](#)  
[Just a Trim](#)  
[Kitty Cat, Kitty Cat](#)  
[Komodo Dragons: Giant Reptiles](#)  
[Ladybug, Ladybug](#)  
[Let's Carve a Pumpkin](#)  
[Let's Make Lemonade](#)  
[Life at the Pond](#)  
[Literature Circles](#)  
[Little Bear](#)  
[Little Boy Blue](#)  
[Little Jack Horner](#)  
[Little Loon](#)  
[Little Miss Muffet](#)  
[Loose Tooth](#)  
[Lunch Boxes](#)  
[Make Inferences / Draw Conclusions](#)  
[Making Pizza](#)  
[Maria's Thanksgiving](#)  
[Mary Had a Little Lamb](#)  
[Mexico](#)  
[Mike's Good Bad Day](#)  
[Monkey and Crocodile](#)  
[Mother's Day](#)  
[Motorcycles](#)  
[Muddy Boots](#)  
[My Day](#)  
[My Stars](#)  
[Mystery Valentine](#)  
[Native American](#)  
[Needs and Wants](#)  
[Night Animals](#)  
[Our Good Night Story](#)  
[PIZZA!](#)  
[Pillow Fort Password](#)

[Pinatas Are Fun](#)  
[Places Plants and Animals Live](#)  
[Princess Prefix](#)  
[Reading Mysteries](#)  
[Ride, Cling, Run](#)  
[Rude Robot](#)  
[Sammy Has the Flu](#)  
[Scorpions](#)  
[Seashells](#)  
[Senses](#)  
[Shave It Off!](#)  
[Ships and Boats](#)  
[Shoes Men Wear](#)  
[Shoes Women Wear](#)  
[Sir Suffix](#)  
[Sleds](#)  
[Some Birds Go](#)  
[Stars and Stripes](#)  
[Stop Snoring!](#)  
[Summer Olympics Events](#)  
[Terrific Tree Houses](#)  
[Thank You, Everyone!](#)  
[The Beast in Ms Rooney's Room](#)  
[The Busy Pond](#)  
[The Camel and the Pig](#)  
[The Disappearing Moon](#)  
[The Food We Eat](#)  
[The Four Seasons](#)  
[The Heart of a Monkey](#)  
[The Itsy Bitsy Spider](#)  
[The Know-Nothings](#)  
[The Last Piece of Cake](#)  
[The Lion and the Mouse](#)  
[The Lion and the Unicorn](#)  
[The Little Red Hen](#)  
[The Meaning of Numbers](#)  
[The Mighty Mississippi](#)  
[The Parking Ticket](#)  
[The Perfect Snowball](#)  
[The Rabbit](#)  
[The Sisters C](#)  
[The Stonecutter](#)  
[The Storm](#)  
[The Team](#)  
[The Vet](#)  
[There Was A Crooked Man](#)  
[This Little Piggy](#)

[Time of Day](#)  
[To Market](#)  
[To the Store](#)  
[Tornadoes](#)  
[Trucking](#)  
[Try, Try Again](#)  
[Two Blackbirds](#)  
[Two for Me, One for You](#)  
[Under That Rock](#)  
[Wake Up, Bear](#)  
[We Do Yoga](#)  
[Wee Willie Winkie](#)  
[Whale Sharks: Giant Fish](#)  
[Whale Watching](#)  
[What Do You See?](#)  
[What Is in the Box?](#)  
[What Pet Should You Get?](#)  
[What's in That Pouch?](#)  
[When Bad Things Happen](#)  
[Where Are My Things?](#)  
[Which Tree?](#)  
[Who Needs Rain](#)  
[Whose Eggs Are These?](#)  
[Whose Tracks Are These?](#)  
[Winter Sports](#)  
[You Can Cross](#)

STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Text Forms and Genres
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.2.	identify simple literary and informational text forms and their associated genres

[Learning A-Z RAZ](#)  
[2014 Winter Olympic Games](#)  
[2016 Summer Olympic Games](#)  
[A Backyard Garden](#)  
[A Camel Plods Along](#)  
[A Clown Face](#)  
[A Day for Dad](#)  
[A Day of Firsts](#)  
[A Desert Counting Book](#)  
[A Dog for Sally](#)  
[A Forest is Full of Life](#)  
[A Look at Fossils](#)  
[A Monument for George](#)

[A Park](#)  
[A Pocket Park for Tiny](#)  
[A President's Day](#)  
[A Rainbow of Food](#)  
[A Seed Grows](#)  
[A Super Special Soup, Blend S](#)  
[A Super Special Soup, Consonant Ss](#)  
[A Sweet Tale](#)  
[A Taste for Blood](#)  
[A Trip to Petra](#)  
[A Trip to Rio](#)  
[A Visit to the Zoo](#)  
[A Walk With Mom](#)  
[A Week With Grandpa](#)  
[A World of Easter Eggs](#)  
[Albert the Angry Alligator, Letter Aa vowel sound](#)  
[Alistair's Night](#)  
[All About Coins](#)  
[All About Coyotes](#)  
[All About Foxes](#)  
[All About Orcas](#)  
[All About Snakes](#)  
[All Kinds of Factories](#)  
[All Kinds of Farms](#)  
[All Kinds of Homes](#)  
[All Kinds of Musical Instruments](#)  
[Amazing Antarctica](#)  
[Amazing Beaches](#)  
[Amazing Mummies](#)  
[Amazing Places to Work](#)  
[American Football](#)  
[American Symbols](#)  
[Analyze Character](#)  
[Animal Costumes](#)  
[Animal Dads](#)  
[Animal Eyes](#)  
[Animal Horns](#)  
[Animal Olympics](#)  
[Animal Skeletons](#)  
[Animal Tongues](#)  
[Animals, Animals](#)  
[Animals, Animals](#)  
[Anna and the Dancing Goose](#)  
[Ant and Grasshopper](#)  
[Ants, Ants, and More Ants](#)  
[April's Big Day, Long /a/ vowel sound](#)  
[Arctic Animals](#)

[Arctic Life](#)  
[Are You From Australia?](#)  
[Are You From Brazil?](#)  
[Are You Okay?](#)  
[Are You from India?](#)  
[Argentina](#)  
[Art Theme Pack](#)  
[Arthur's Bad News Day](#)  
[At a Fall Fair](#)  
[At a Touch Tank](#)  
[At the Airport](#)  
[At the Library](#)  
[At the Movies](#)  
[At the Rodeo](#)  
[At the Watering Hole](#)  
[Author's Purpose: Entertain](#)  
[Author's Purpose: Inform](#)  
[Baa Baa Black Sheep](#)  
[Backyard Camping](#)  
[Bake Sale](#)  
[Bar Graph](#)  
[Baseball](#)  
[Basketball](#)  
[Bath Time](#)  
[Bathing Buddy](#)  
[Bats Day and Night](#)  
[Battery Power!](#)  
[Beanie and the Missing Bear](#)  
[Bear and Kangaroo](#)  
[Bears and Beans, Consonant Bb](#)  
[Bears, Ten by Ten](#)  
[Because You Recycle](#)  
[Bees Feed Me](#)  
[Being Bilingual](#)  
[Being a Leftie](#)  
[Best Friends Q and U](#)  
[Best of Friends](#)  
[Big and Small Cats](#)  
[Bigger Than a Monster Truck](#)  
[Billy Gets Lost](#)  
[Birds](#)  
[Birds of the Amazon Rainforest](#)  
[Blackbeard the Pirate](#)  
[Blizzards!](#)  
[Blue Whales: Giant Mammals](#)  
[Brainstorm Bear](#)  
[Brazil](#)

[Broken Arm Blues](#)  
[Brother Messy, Brother Neat](#)  
[Bubbles](#)  
[Building a Bridge](#)  
[Building a House](#)  
[Butterfly Cafe](#)  
[Calming Down](#)  
[Can You Say Pterodactyl?](#)  
[Canada](#)  
[Caretakers](#)  
[Caring for Earth](#)  
[Caring for Your Dog](#)  
[Carlos Joins the Team](#)  
[Carlos' First Halloween](#)  
[Carlos' First Thanksgiving](#)  
[Cause and Effect](#)  
[Change the Order](#)  
[Changes](#)  
[Changing Seasons](#)  
[Charts](#)  
[Cheese Power, Digraph Ch](#)  
[Chess](#)  
[Chicken Little](#)  
[Chico Sees a Ghost, Long /o/ vowel sound](#)  
[City Animals](#)  
[City Falcons](#)  
[City Places](#)  
[Class Pets](#)  
[Classify Information](#)  
[Cleaning My Room](#)  
[Clouds](#)  
[Cockroaches](#)  
[Color Wheel Colors](#)  
[Come Meet the Moon](#)  
[Community Helpers](#)  
[Community Workers](#)  
[Compare and Contrast](#)  
[Comprehension Pack \(Multisession\), A Week With Grandpa](#)  
[Comprehension Pack \(Multisession\), All Kinds of Farms](#)  
[Comprehension Pack \(Multisession\), Bear and Kangaroo](#)  
[Comprehension Pack \(Multisession\), City Animals](#)  
[Comprehension Pack \(Multisession\), City Places](#)  
[Comprehension Pack \(Multisession\), Clouds](#)  
[Comprehension Pack \(Multisession\), Community Helpers](#)  
[Comprehension Pack \(Multisession\), Country Animals](#)  
[Comprehension Pack \(Multisession\), Frog Is Hungry](#)  
[Comprehension Pack \(Multisession\), Getting Around the City](#)

[Comprehension Pack \(Mulit-Session\), Hugs](#)  
[Comprehension Pack \(Mulit-Session\), Making Pizza](#)  
[Comprehension Pack \(Mulit-Session\), Maria's Halloween](#)  
[Comprehension Pack \(Mulit-Session\), Senses](#)  
[Comprehension Pack \(Mulit-Session\), The Four Seasons](#)  
[Comprehension Pack \(Mulit-Session\), The Mitten](#)  
[Comprehension Pack \(Mulit-Session\), The Sky is Falling](#)  
[Comprehension Pack \(Mulit-Session\), The Storm](#)  
[Comprehension Pack \(Mulit-Session\), Time for Bed](#)  
[Comprehension Pack \(Mulit-Session\), To The Store](#)  
[Comprehension Pack \(Mulit-Session\), What?](#)  
[Comprehension Pack \(Mulit-Session\), Where Plants Grow](#)  
[Comprehension Pack \(Single-Session\)](#)  
[Condors: Giant Birds](#)  
[Corduroy](#)  
[Counting On Friends](#)  
[Counting on Bears](#)  
[Country Animals](#)  
[Country Places](#)  
[Cranberries](#)  
[Crazy Cakes](#)  
[Crazy Cat, Consonant Cc](#)  
[Cricket](#)  
[Cutaways](#)  
[Darby's Birthday Party](#)  
[Diagrams](#)  
[Discovering Dinosaurs](#)  
[Discovering Dinosaurs](#)  
[Do You Know This Nose?](#)  
[Doctor Foster](#)  
[Doctor Jen](#)  
[Does It Sink or Float?](#)  
[Dogs at Work](#)  
[Dollars and Cents](#)  
[Dolly's Drama Queen Day](#)  
[Double It!](#)  
[Dr. King's Memorial](#)  
[Dr. King's Memorial](#)  
[Drums Around the World](#)  
[Earth's Water](#)  
[Earth's Water](#)  
[Eat Like a Pig](#)  
[Eddie's Pet](#)  
[Egypt](#)  
[Election Day](#)  
[Elephants: Giant Mammals](#)  
[Extreme Insects](#)

[Fact or Opinion](#)  
[Fall Forward, Spring Back](#)  
[Families](#)  
[Fantastic Flying Machines](#)  
[Fast and Faster](#)  
[Felicia's Five Fat Frogs](#)  
[Feliz Navidad, Carlos!](#)  
[Fire Safety](#)  
[Firefighters](#)  
[Firefighters](#)  
[Fish Tank Fun](#)  
[Fishing with Grandpa](#)  
[Five Seconds to Blastoff!](#)  
[Flashlight Shadow Show](#)  
[Flow Charts](#)  
[Fog](#)  
[Following the Map](#)  
[Four Friends](#)  
[Fox and Frog, Consonant Ff](#)  
[Frederick](#)  
[Friends Around the World](#)  
[Friends in the Stars](#)  
[Frog Is Hungry](#)  
[Frog's Mississippi River Adventure](#)  
[From Pumpkin Seed to Jack-o'-Lantern](#)  
[Fun Fish](#)  
[Future Flowers](#)  
[Fuzzy Buzzy Bee](#)  
[Gaggle, Herd, and Murder](#)  
[Garrett Morgan and the Traffic Signal](#)  
[Getting Around the City](#)  
[Getting Ready for School](#)  
[Give Them Back](#)  
[Glassblowing](#)  
[Goats Are Great!](#)  
[Going to the Art Museum](#)  
[Going to the Dentist](#)  
[Going to the Doctor](#)  
[Goldilocks and the Other Three Bears](#)  
[Goldilocks and the Three Bears](#)  
[Golf](#)  
[Goliath Beetles: Giant Insects](#)  
[Goliath Bird-Eating Spiders: Giant Arachnids](#)  
[Good Luck!](#)  
[Goodbye Snow](#)  
[Gordon Finds His Way](#)  
[Gordy Gorilla and His Five Senses](#)

[Grandpa's Goat, Consonant Gg](#)  
[Grandparents Day](#)  
[Grasshopper's Gross Lunch](#)  
[Greater Than](#)  
[Grounded to Earth](#)  
[Groundhog Goes Outside](#)  
[Grow Tomatoes in Six Steps](#)  
[Grow, Vegetables, Grow!](#)  
[Guess That President](#)  
[Hannah's Townspeople](#)  
[Happy Birthday, Snag!](#)  
[Happy Cat and the Hats, Consonant Hh](#)  
[Harriet Tubman](#)  
[Hats at Work](#)  
[Healthy Me](#)  
[Hector's Halloween](#)  
[Helpful Bats](#)  
[Here Come the Cranes!](#)  
[Heroes of September 11](#)  
[Hey, Diddle Diddle](#)  
[Hibernation](#)  
[Hibernation](#)  
[Hippo's Toothache](#)  
[Hobbies](#)  
[Hockey](#)  
[Homemade Halloween](#)  
[Hooray for the Farmer's Market!](#)  
[Horrible Lori, R-Controlled](#)  
[How Do They Move?](#)  
[How Is the Weather Today?](#)  
[How Long Does It Take?](#)  
[How Many Rhymes?](#)  
[How Many Teeth](#)  
[How Many is Fifty?](#)  
[How to Build a Guitar](#)  
[How to Make Paper](#)  
[How to Make a Drum](#)  
[How to Make a Snow Person](#)  
[How to Tie Your Shoes](#)  
[Hugs](#)  
[Humminbirds](#)  
[Humpty Dumpty](#)  
[I Am Your New Plant](#)  
[I Am a Gymnast](#)  
[I Bet I Can](#)  
[I Broke It](#)  
[I Count 100 Things](#)

[I Had a Little Hen](#)  
[I Like My Hair](#)  
[I Live in the City](#)  
[I Need An Eraser](#)  
[I Need a Snow Day!](#)  
[I Work at the Stables](#)  
[I'd Like To Be](#)  
[I'd Like To Be](#)  
[I'm the Small One](#)  
[I'm the Tall One](#)  
[Ichiro Suzuki](#)  
[Imagine the Beach](#)  
[In a Chinese Garden](#)  
[In and Out of the Toy Box](#)  
[In the Mountains](#)  
[In the Sea](#)  
[In the Spotlight](#)  
[Incredible Places to Stay](#)  
[Influenza](#)  
[Insect Wings](#)  
[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Is That a Fish?](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[It's Cinco de Mayo, Carlos!](#)  
[Ivy and Bean and the Ghost That Had to Go](#)  
[Jack and Jill](#)  
[Jake's Valentine Treats](#)  
[Jane Goodall](#)  
[Jane Goodall: Friend of the Forest](#)  
[Jane and the Chimpanzees](#)  
[Jason at the Jump-a-thon](#)  
[Jelly and Jam Consonant Jj](#)  
[Jobs We Do At School](#)  
[Jobs for James](#)  
[Josh Gets Glasses](#)  
[Judy Moody was in a Mood](#)  
[Kaden's Kwanzaa](#)  
[Karate](#)  
[Katie and Katie](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Kitty Cat, Kitty Cat](#)  
[Komodo Dragons: Giant Reptiles](#)  
[Lacrosse](#)  
[Ladybug, Ladybug](#)  
[Land and Water](#)  
[Laws for Kids](#)  
[Leap Year Birthday](#)

[Legs, Wings, Fins, and Flippers](#)  
[Leopard, Ram, and Jackal](#)  
[Less Than](#)  
[Let's Build a Fairy Bridge](#)  
[Let's Carve a Pumpkin](#)  
[Let's Make Lemonade](#)  
[Let's Make Shapes!](#)  
[Let's Share](#)  
[Let's Sort Shapes](#)  
[Let's look at Rhinos](#)  
[Life at the Pond](#)  
[Lily the Cat](#)  
[Lincoln Loved to Learn](#)  
[Little Bear's Friend](#)  
[Little Bear](#)  
[Little Bear's Visit](#)  
[Little Boy Blue](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Little Jack Horner](#)  
[Little Loon](#)  
[Little Miss Muffet](#)  
[Living Or Nonliving?](#)  
[Living Together](#)  
[Long Ago and Today](#)  
[Look At This Book!](#)  
[Loose Tooth](#)  
[Lou's Flu](#)  
[Lucky Chinese New Year](#)  
[Lunch Boxes](#)  
[Maddy Loves to March](#)  
[Main Idea and Details](#)  
[Make A Tree Friend](#)  
[Make Inferences / Draw Conclusions](#)  
[Making Pizza](#)  
[Making Shapes](#)  
[Making Twelve Party Bags](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Many Roads](#)  
[Map](#)  
[Maria's Thanksgiving](#)  
[Mary Had a Little Lamb](#)  
[Masks Around the World](#)  
[Math Test Mix-Up](#)  
[Meet the Beetles](#)  
[Messy Martha](#)  
[Mexico](#)  
[Mike's Good Bad Day](#)

[Miles the Nile Crocodile](#)  
[Miss Nelson Has a Field Day](#)  
[Mole and Shrew Have Jobs to Do](#)  
[Monkey and Crocodile](#)  
[Monkey to the Top](#)  
[Monsters on Wheels](#)  
[Moose on the Move](#)  
[Mother's Day](#)  
[Motorcycles](#)  
[Mouse Soup](#)  
[Moving Bridges](#)  
[Mr. Irwin's Field Trips, R-Controlled](#)  
[Mud Balls!](#)  
[Mummies in the Morning](#)  
[My Brain](#)  
[My Day](#)  
[My First Class Play](#)  
[My Lungs](#)  
[My Muscles](#)  
[My Neighborhood](#)  
[My New School](#)  
[My Stars](#)  
[My Stomach](#)  
[My Uncle is a Firefighter](#)  
[Mystery Valentine](#)  
[Nami's Gifts](#)  
[Nature Stinks!](#)  
[Needs and Wants](#)  
[New Rule!](#)  
[Night Animals](#)  
[No Fighting, No Biting!](#)  
[No, Lily, Don't!](#)  
[Not Enough Snow](#)  
[Nothing Scares Me!](#)  
[Nothing for Father's Day](#)  
[Number Twelve](#)  
[Nuts in My Nest, Consonant Nn](#)  
[Ocean Animals](#)  
[Ocean Animals](#)  
[On Marge's French Toast](#)  
[On Vacation](#)  
[On the Moon](#)  
[Once There Were Twelve](#)  
[One Red Sled](#)  
[One Smart Pig](#)  
[Ostriches: Giant Birds](#)  
[Ough is Tough](#)

[Our Camping Trip](#)  
[Our Class Flag](#)  
[Our Five Senses](#)  
[Our Good Night Story](#)  
[Owls Overhead](#)  
[PIZZA!](#)  
[Pedro's Burro](#)  
[Penny the Rude Penguin](#)  
[Pets Are Pests, Consonant Pp](#)  
[Pictograph/Infographic](#)  
[Picture Day](#)  
[Pie Chart](#)  
[Pinatas Are Fun](#)  
[Places People Live](#)  
[Places Plants and Animals Live](#)  
[Pocket Parks](#)  
[Polly Gets Out](#)  
[Pop, Pop, Boom!](#)  
[Poppleton Everyday](#)  
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STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Text Patterns and Features
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.3.	identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning

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[Swamp Music](#)  
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[Tadpole Teasing](#)  
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[Taste This](#)  
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[The Beast in Ms Rooney's Room](#)  
[The Big Blue Cube, Long /u/ vowel sound](#)  
[The Boy Who Cried Wolf](#)  
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[The Butterfly Life Cycle](#)  
[The Butterfly Life Cycle](#)  
[The Camel and the Pig](#)  
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[The Creature Constitution](#)  
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[The Queen's Queasy Tummy, , Consonant Qq](#)  
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[The Race, Consonant Rr](#)  
[The Reason for Sneezing](#)

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[The Ship of Shapes](#)  
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[The Ugly Umbrella, Short /u/ vowel sound](#)  
[The Vet](#)  
[The Walrus and the Whale, Consonant Ww](#)  
[The Washington Monument](#)  
[There Was A Crooked Man](#)  
[This Is a Bird](#)  
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[Under That Rock](#)

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[Vince and Vickie's Adventure, Consonant Vv](#)  
[Vroom Zoom! It's Race Day](#)  
[Wake Up, Bear](#)  
[Walter Tries to Whistle](#)  
[We Build a Robot](#)  
[We Do Yoga](#)  
[We Give Away](#)  
[We Make Maple Syrup](#)  
[We Need a Vacation! Long /e/ vowel sound](#)  
[We're Going to Grandma's! Hurray!](#)  
[Wee Willie Winkie](#)  
[Weird Bird Beaks](#)  
[Weird White House Pets](#)  
[Welcome Back, Butterflies](#)  
[Welcome, Carlos!](#)  
[Whale Watching](#)  
[What Comes From Plants](#)  
[What Do You See?](#)  
[What Is a Half?](#)  
[What Lives in This Hole?](#)  
[What Pet Should You Get?](#)  
[What Time Is It?](#)  
[What in the World Is That?](#)  
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[Where Plants Grow](#)  
[Where is Whiskers? Digraph Wh](#)  
[Where's the Joey?](#)  
[Which Is Greater?](#)  
[Which Tree?](#)  
[Who Ate My Latkes?](#)  
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[Who Runs Faster?](#)  
[Whose Eggs Are These?](#)  
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[Why Does an Octopus Need Eight Arms?](#)  
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[William Shakespeare](#)  
[Wing's Visit to Singapore](#)  
[Winter Sports](#)  
[Winter Vacation](#)  
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[Words All Around](#)  
[Workers](#)  
[Working with Animals](#)  
[Yellowstone: A Place of Wild Wonders](#)  
[You Can Cross](#)  
[Yuri's Yams, Consonant Yy](#)  
[Zoo Data](#)

STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Visual Elements of Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.4.	demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text

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[A President's Day](#)  
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[A Sweet Tale](#)  
[A Taste for Blood](#)  
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[Albert the Angry Alligator, Letter Aa vowel sound](#)  
[Alistair's Night](#)  
[All About Coins](#)  
[All Kinds of Factories](#)  
[All Kinds of Musical Instruments](#)

[Amazing Mummies](#)  
[Amazing Places to Work](#)  
[Animal Costumes](#)  
[Animal Horns](#)  
[Animal Skeletons](#)  
[April's Big Day, Long /a/ vowel sound](#)  
[Arctic Animals](#)  
[Are You Okay?](#)  
[Are You from India?](#)  
[Art Theme Pack](#)  
[Arthur's Bad News Day](#)  
[At a Fall Fair](#)  
[At the Airport](#)  
[At the Library](#)  
[At the Movies](#)  
[At the Rodeo](#)  
[Ava Is a Vegan](#)  
[Baa Baa Black Sheep](#)  
[Bake Sale](#)  
[Bats Day and Night](#)  
[Battery Power!](#)  
[Beanie and the Missing Bear](#)  
[Bear and Kangaroo](#)  
[Bears and Beans, Consonant Bb](#)  
[Bears, Ten by Ten](#)  
[Because You Recycle](#)  
[Best Friends Q and U](#)  
[Bigger Than a Monster Truck](#)  
[Billy Gets Lost](#)  
[Birds of the Amazon Rainforest](#)  
[Blackbeard the Pirate](#)  
[Brainstorm Bear](#)  
[Broken Arm Blues](#)  
[Buddy the Bear](#)  
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[Butterfly Cafe](#)  
[Calming Down](#)  
[Careers/Technology Theme Pack](#)  
[Caring for Earth](#)  
[Caring for Your Dog](#)  
[Carlos Joins the Team](#)  
[Change the Order](#)  
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[Charts](#)  
[Cheese Power, Digraph Ch](#)  
[Chess](#)  
[Chico Sees a Ghost, Long /o/ vowel sound](#)

[Cinderella](#)  
[Cinderello](#)  
[Circle of Smiles](#)  
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[City Falcons](#)  
[City Places](#)  
[Class Pets](#)  
[Cleaning My Room](#)  
[Cockroaches](#)  
[Come Meet the Moon](#)  
[Comprehension Pack \(Mulit-Session\), A Week With Grandpa](#)  
[Comprehension Pack \(Mulit-Session\), All Kinds of Farms](#)  
[Comprehension Pack \(Mulit-Session\), Bear and Kangaroo](#)  
[Comprehension Pack \(Mulit-Session\), City Animals](#)  
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[Comprehension Pack \(Mulit-Session\), Clouds](#)  
[Comprehension Pack \(Mulit-Session\), Community Helpers](#)  
[Comprehension Pack \(Mulit-Session\), Country Animals](#)  
[Comprehension Pack \(Mulit-Session\), Frog Is Hungry](#)  
[Comprehension Pack \(Mulit-Session\), Getting Around the City](#)  
[Comprehension Pack \(Mulit-Session\), Hugs](#)  
[Comprehension Pack \(Mulit-Session\), Making Pizza](#)  
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[Comprehension Pack \(Mulit-Session\), Senses](#)  
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[Crazy Cat, Consonant Cc](#)  
[Cutaways](#)  
[Diagrams](#)  
[Discovering Dinosaurs](#)  
[Do Not Eat That!](#)  
[Do You Know This Nose?](#)  
[Doctor Foster](#)  
[Dogs at Work](#)  
[Dolly's Drama Queen Day](#)  
[Double It!](#)

[Dr. King's Memorial](#)  
[Drums Around the World](#)  
[Eat Like a Pig](#)  
[Election Day](#)  
[Fall Forward, Spring Back](#)  
[Fantastic Flying Machines](#)  
[Fantastic Phil](#)  
[Fast and Faster](#)  
[Fire Safety](#)  
[Fish Tank Fun](#)  
[Five Seconds to Blastoff!](#)  
[Flashlight Shadow Show](#)  
[Flow Charts](#)  
[Following the Map](#)  
[Four Friends](#)  
[Fox and Frog, Consonant Ff](#)  
[Friends in the Stars](#)  
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[Goliath Beetles: Giant Insects](#)  
[Goliath Bird-Eating Spiders: Giant Arachnids](#)  
[Grandpa's Goat, Consonant Gg](#)  
[Grandparents Day](#)  
[Grasshopper's Gross Lunch](#)  
[Greater Than](#)  
[Grounded to Earth](#)  
[Habitats/Adaptations Theme Pack](#)  
[Happy Cat and the Hats, Consonant Hh](#)  
[Harriet Tubman](#)  
[Hats at Work](#)  
[Healthy Me](#)  
[Helpful Bats](#)  
[Hey, Diddle Diddle](#)  
[Hobbies](#)  
[Horrible Lori, R-Controlled](#)  
[How Is the Weather Today?](#)  
[How Long Does It Take?](#)  
[How Many Rhymes?](#)  
[How Many Teeth](#)  
[How Many is Fifty?](#)  
[How to Build a Guitar](#)  
[How to Make a Drum](#)  
[How to Tie Your Shoes](#)  
[Humpty Dumpty](#)  
[I Am Thankful](#)  
[I Am Your New Plant](#)  
[I Broke It](#)

[I Had a Little Hen](#)  
[I Hide](#)  
[I Need a Snow Day!](#)  
[I Work at the Stables](#)  
[I'm Never Alone](#)  
[In and Out of the Toy Box](#)  
[In the Mountains](#)  
[Incredible Places to Stay](#)  
[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[It's Cinco de Mayo, Carlos!](#)  
[Jack and Jill](#)  
[Jane Goodall](#)  
[Jane and the Chimpanzees](#)  
[Jelly and Jam Consonant Jj](#)  
[Jobs for James](#)  
[Just a Trim](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Kitty Cat, Kitty Cat](#)  
[Komodo Dragons: Giant Reptiles](#)  
[Ladybug, Ladybug](#)  
[Landmarks/Places Theme Pack](#)  
[Laws for Kids](#)  
[Leap Year Birthday](#)  
[Less Than](#)  
[Let's Build a Fairy Bridge](#)  
[Let's Make Lemonade](#)  
[Let's Share](#)  
[Let's Sort Shapes](#)  
[Lily the Cat](#)  
[Lincoln Loved to Learn](#)  
[Little Bear's Friend](#)  
[Little Bear](#)  
[Little Bear's Visit](#)  
[Little Boy Blue](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Little Jack Horner](#)  
[Little Loon](#)  
[Little Miss Muffet](#)  
[Little Red Riding Hood](#)  
[Living Or Nonliving?](#)  
[Look At This Book!](#)  
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[Make A Tree Friend](#)

[Making Shapes](#)  
[Making Twelve Party Bags](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Map](#)  
[Mary Had a Little Lamb](#)  
[Miles the Nile Crocodile](#)  
[Miss Nelson Has a Field Day](#)  
[Mole and Shrew Have Jobs to Do](#)  
[Monkey and Crocodile](#)  
[Mother's Day](#)  
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[Mr. Irwin's Field Trips, R-Controlled](#)  
[My First Class Play](#)  
[My New City](#)  
[My New School](#)  
[My Stars](#)  
[Mystery Valentine](#)  
[Native American](#)  
[Nature Stinks!](#)  
[Needs and Wants](#)  
[New Rule!](#)  
[Night Animals](#)  
[No Fighting, No Biting!](#)  
[Not Enough Snow](#)  
[Nothing Scares Me!](#)  
[Nuts in My Nest, Consonant Nn](#)  
[On the Moon](#)  
[Once There Were Twelve](#)  
[One Smart Pig](#)  
[Our Good Night Story](#)  
[Owls Overhead](#)  
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[Pedro's Burro](#)  
[Penny the Rude Penguin](#)  
[Pets Are Pests, Consonant Pp](#)  
[Pictograph/Infographic](#)  
[Picture Day](#)  
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[Princess Prefix](#)  
[Puppies In, Puppies Out](#)  
[Rapunzel](#)  
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[Rent a Llama](#)  
[Roadside Oddities](#)  
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[Sew Who?](#)  
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[Stella Storyteller](#)  
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[The Queen's Queasy Tummy, , Consonant Qq](#)  
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[Zoo Data](#)

STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Elements of Style
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.5.	identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning
		<a href="#">Learning A-Z RAZ</a> <a href="#">2014 Winter Olympic Games</a> <a href="#">Acadia National Park [ILO]</a> <a href="#">Cascarones</a> <a href="#">Circle of Smiles</a> <a href="#">Do Not Eat That!</a> <a href="#">Flies</a> <a href="#">How Do They Move?</a> <a href="#">I Collect That</a> <a href="#">I'm Never Alone</a> <a href="#">Literature Circles</a> <a href="#">Muddy Boots</a> <a href="#">My Stars</a> <a href="#">Reading Mysteries</a> <a href="#">Sammy Has the Flu</a> <a href="#">Scorpions</a> <a href="#">The Heart of a Monkey</a> <a href="#">The Last Piece of Cake</a> <a href="#">The Meaning of Numbers</a> <a href="#">The Perfect Snowball</a> <a href="#">The Rabbit</a> <a href="#">The Stonecutter</a> <a href="#">You Can Cross</a>
STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Point of View
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.6.	identify the narrator's point of view in a variety of texts, and suggest an alternative point of view to tell the story
		<a href="#">Learning A-Z RAZ</a> <a href="#">Alistair's Night</a> <a href="#">Native American</a> <a href="#">Reader's Theater Scripts</a> <a href="#">Rent a Llama</a> <a href="#">The Last Day of School</a>

STRAND / COURSE STRAND / OVERALL EXPECTATION	<a href="#">Writer's Response</a> C. Comprehension: Understanding and Responding to Texts C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS	Indigenous Context of Various Text Forms
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.7. read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

#### Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[A Trip to Petra](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[American Football](#)

[Argentina](#)

[Art Theme Pack](#)

[Baseball](#)

[Basketball](#)

[Canada](#)

[Careers/Technology Theme Pack](#)

[Comprehension Pack \(Single-Session\)](#)

[Cricket](#)

[Dr. King's Memorial](#)

[Golf](#)

[Good Luck!](#)

[Hockey](#)

[Lacrosse](#)

[Literature Circles](#)

[Native American](#)

[Riding With Rosa Parks](#)

[Soccer](#)

[The Know-Nothings Talk Turkey](#)

[Traditional Tales Theme Pack](#)

[William Shakespeare](#)

[Writer's Response](#)

STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Prereading: Activating Prior Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.1.	activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts

Learning A-Z RAZ

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[2016 Summer Olympic Games](#)

[A Desert Counting Book](#)

[A Visit to the Zoo](#)

[A Walk With Mom](#)

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[All Kinds of Musical Instruments](#)

[American Symbols](#)

[Animal Eyes](#)

[Animals, Animals](#)

[Animals, Animals](#)

[Ants, Ants, and More Ants](#)

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[Caring for Earth](#)

[Caring for Your Dog](#)

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[Do Not Eat That!](#)  
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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Prereading: Identifying the Purpose for Reading, Listening, and Viewing
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.2.	identify purposes for engaging with texts, including enjoyment or finding information

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Monitoring of Understanding: Making and Confirming Predictions
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.3.	make predictions using background knowledge, text features, and evidence from the text

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Monitoring of Understanding: Ongoing Comprehension Check
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.4.	use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts

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STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Monitoring of Understanding: Making Connections
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.5.	identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Summarizing: Identifying Relevant information and Drawing Conclusions
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.6.	identify important information in a simple text, including the main idea

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STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.7.	identify strategies, such as activating prior knowledge and visualizing, that have helped them comprehend texts

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Literary Devices
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.1.	identify simple literacy devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning

[Learning A-Z RAZ](#)  
[Anna and the Dancing Goose](#)  
[Art Theme Pack](#)  
[Baa Baa Black Sheep](#)  
[Beanie and the Missing Bear](#)  
[Birds of the Amazon Rainforest](#)  
[Butterfly Cafe](#)  
[Careers/Technology Theme Pack](#)  
[Circle of Smiles](#)  
[Citizenship Theme Pack](#)  
[Counting on Bears](#)  
[Crazy Cat, Consonant Cc](#)  
[Doctor Foster](#)  
[Eddie's Pet](#)  
[Election Day](#)  
[Four Friends](#)  
[Frog Is Hungry](#)  
[Fuzzy Buzzy Bee](#)  
[Getting Ready for School](#)  
[Gordy Gorilla and His Five Senses](#)

[Helpful Bats](#)  
[How Many Rhymes?](#)  
[I Bet I Can](#)  
[I Count 100 Things](#)  
[I Had a Little Hen](#)  
[I'm Never Alone](#)  
[Jack and Jill](#)  
[Kitty Cat, Kitty Cat](#)  
[Ladybug, Ladybug](#)  
[Landmarks/Places Theme Pack](#)  
[Little Boy Blue](#)  
[Little Jack Horner](#)  
[Little Miss Muffet](#)  
[Mary Had a Little Lamb](#)  
[Messy Martha](#)  
[Mike's Good Bad Day](#)  
[My Stars](#)  
[No Fighting, No Biting!](#)  
[One Red Sled](#)  
[One Smart Pig](#)  
[Ough is Tough](#)  
[Our Camping Trip](#)  
[Penny the Rude Penguin](#)  
[Phonological Awareness: Lesson 01](#)  
[Phonological Awareness: Lesson 02](#)  
[Phonological Awareness: Lesson 03](#)  
[Phonological Awareness: Lesson 04](#)  
[Phonological Awareness: Lesson 05](#)  
[Phonological Awareness: Lesson 06](#)  
[Phonological Awareness: Lesson 07](#)  
[Phonological Awareness: Lesson 08](#)  
[Phonological Awareness: Lesson 09](#)  
[Phonological Awareness: Lesson 10](#)  
[Pillow Fort Password](#)  
[Places People Live](#)  
[Pop, Pop, Boom!](#)  
[Quack! Quack! Will Duck Get Back?](#)  
[Randolph and the Lion](#)  
[Reading Mysteries](#)  
[Rhyming Go Fish](#)  
[Riding With Rosa Parks](#)  
[Sam's Big Night](#)  
[Sammy Has the Flu](#)  
[Sharks](#)  
[Sloth Wants to Snooze](#)  
[Swamp Music](#)  
[The Four Seasons](#)

[The Itsy Bitsy Spider](#)  
[The Last Piece of Cake](#)  
[The Legend of Nian](#)  
[The Lion and the Unicorn](#)  
[The Meaning of Numbers](#)  
[The Owl and the Pussycat](#)  
[The Perfect Snowball](#)  
[The Rabbit](#)  
[The Race, Consonant Rr](#)  
[The Thanksgiving the Jacks Built](#)  
[The Thanksgiving the Other Jacks Built](#)  
[There Was A Crooked Man](#)  
[This Little Piggy](#)  
[Three Little Dogs](#)  
[To Market](#)  
[Traditional Tales Theme Pack](#)  
[Turkeys in the Trees](#)  
[Two Blackbirds](#)  
[Wee Willie Winkie](#)  
[What Is in the Box?](#)

STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Making Inferences
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.2.	make simple inferences, using stated and implied information and ideas, to understand simple texts

[Learning A-Z RAZ](#)  
[2016 Summer Olympic Games](#)  
[A Look at Fossils](#)  
[A Trip to Rio](#)  
[Amazing Antarctica](#)  
[American Symbols](#)  
[Baa Baa Black Sheep](#)  
[Bar Graph](#)  
[Beanie and the Missing Bear](#)  
[Cascarones](#)  
[Changes](#)  
[Charts](#)  
[Comprehension Pack \(Mult-Session\), Community Helpers](#)  
[Comprehension Pack \(Mult-Session\), Getting Around the City](#)  
[Comprehension Pack \(Mult-Session\), Making Pizza](#)  
[Comprehension Pack \(Mult-Session\), The Sky is Falling](#)  
[Comprehension Pack \(Mult-Session\), The Storm](#)  
[Comprehension Pack \(Mult-Session\), Where Plants Grow](#)  
[Comprehension Pack \(Single-Session\)](#)  
[Cutaways](#)

[Diagrams](#)  
[Doctor Foster](#)  
[Eddie's Pet](#)  
[Fish Tank Fun](#)  
[Flow Charts](#)  
[Four Friends](#)  
[Frog's Mississippi River Adventure](#)  
[Future Flowers](#)  
[Goodbye Snow](#)  
[Guess That President](#)  
[Hey, Diddle Diddle](#)  
[Homemade Halloween](#)  
[Humpty Dumpty](#)  
[I Had a Little Hen](#)  
[In a Chinese Garden](#)  
[Jack and Jill](#)  
[Jason at the Jump-a-thon](#)  
[Kitty Cat, Kitty Cat](#)  
[Ladybug, Ladybug](#)  
[Landmarks/Places Theme Pack](#)  
[Literature Circles](#)  
[Little Bear](#)  
[Little Boy Blue](#)  
[Little Jack Horner](#)  
[Little Miss Muffet](#)  
[Make Inferences / Draw Conclusions](#)  
[Mary Had a Little Lamb](#)  
[New Rule!](#)  
[On Marge's French Toast](#)  
[Pictograph/Infographic](#)  
[Pie Chart](#)  
[Randolph and the Lion](#)  
[Ready, Set, Bike!](#)  
[Sled Dogs to the Rescue](#)  
[Sports Schedule](#)  
[The Beast in Ms Rooney's Room](#)  
[The Hard Frost](#)  
[The Heart of a Monkey](#)  
[The Itsy Bitsy Spider](#)  
[The Know-Nothings](#)  
[The Lion and the Unicorn](#)  
[The Mitten](#)  
[The Parking Ticket](#)  
[There Was A Crooked Man](#)  
[This Little Piggy](#)  
[To Market](#)  
[Two Blackbirds](#)

[Uncle Elephant](#)  
[Venn Diagram](#)  
[Wee Willie Winkie](#)  
[Whale Watching](#)  
[What Is in the Box?](#)  
[Whose Tracks Are These?](#)  
[Why Can't I?](#)

STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Analyzing Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.3.	analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events

[Learning A-Z RAZ](#)  
[2014 Winter Olympic Games](#)  
[2016 Summer Olympic Games](#)  
[A Backyard Garden](#)  
[A Camel Plods Along](#)  
[A Clown Face](#)  
[A Day for Dad](#)  
[A Day of Firsts](#)  
[A Desert Counting Book](#)  
[A Dog for Sally](#)  
[A Forest is Full of Life](#)  
[A Look at Fossils](#)  
[A Park](#)  
[A Pocket Park for Tiny](#)  
[A Pocket Park for Tiny, Pocket Parks](#)  
[A President's Day](#)  
[A Rainbow of Food](#)  
[A Seed Grows](#)  
[A Super Special Soup, Blend S](#)  
[A Super Special Soup, Consonant Ss](#)  
[A Sweet Tale](#)  
[A Taste for Blood](#)  
[A Trip to Petra](#)  
[A Trip to Rio](#)  
[A Visit to the Zoo](#)  
[A Walk With Mom](#)  
[A Week With Grandpa](#)  
[A World of Easter Eggs](#)  
[Abigail Adams](#)  
[Albert the Angry Alligator, Letter Aa vowel sound](#)  
[Alistair's Night](#)  
[All About Coins](#)  
[All About Coyotes](#)

[All About Foxes](#)  
[All About Orcas](#)  
[All About Snakes](#)  
[All Kinds of Factories](#)  
[All Kinds of Farms](#)  
[All Kinds of Farms, All Kinds of Factories](#)  
[All Kinds of Homes](#)  
[All Kinds of Musical Instruments](#)  
[Amazing Beaches](#)  
[Amazing Mummies](#)  
[Amazing Places to Work](#)  
[American Football](#)  
[American Symbols](#)  
[Analyze Character](#)  
[Animal Costumes](#)  
[Animal Dads](#)  
[Animal Eyes](#)  
[Animal Horns](#)  
[Animal Olympics](#)  
[Animal Skeletons](#)  
[Animal Tongues](#)  
[Animals on a Farm](#)  
[Animals, Animals](#)  
[Animals, Animals](#)  
[Anna and the Dancing Goose](#)  
[Ant and Grasshopper](#)  
[Ants, Ants, and More Ants](#)  
[April's Big Day, Long /a/ vowel sound](#)  
[Arctic Animals](#)  
[Arctic Life](#)  
[Are You From Australia?](#)  
[Are You From Brazil?](#)  
[Are You Okay?](#)  
[Are You from India?](#)  
[Argentina](#)  
[Art Theme Pack](#)  
[Arthur's Bad News Day](#)  
[At a Fall Fair](#)  
[At a Touch Tank](#)  
[At the Airport](#)  
[At the Library](#)  
[At the Movies](#)  
[At the Rodeo](#)  
[At the Watering Hole](#)  
[Author's Purpose: Entertain](#)  
[Author's Purpose: Inform](#)  
[Ava Is a Vegan](#)

[Baa Baa Black Sheep](#)  
[Backyard Camping](#)  
[Baseball](#)  
[Basketball](#)  
[Bath Time](#)  
[Bathing Buddy](#)  
[Bats Day and Night](#)  
[Battery Power!](#)  
[Beanie and the Missing Bear](#)  
[Bear and Kangaroo](#)  
[Bears and Beans, Consonant Bb](#)  
[Bears, Ten by Ten](#)  
[Because You Recycle](#)  
[Being Bilingual](#)  
[Being a Leftie](#)  
[Best Friends Q and U](#)  
[Best of Friends](#)  
[Big and Small Cats](#)  
[Bigger Than a Monster Truck](#)  
[Billy Gets Lost](#)  
[Birds](#)  
[Birds of the Amazon Rainforest](#)  
[Blackbeard the Pirate](#)  
[Blue Whales: Giant Mammals](#)  
[Brainstorm Bear](#)  
[Brazil](#)  
[Broken Arm Blues](#)  
[Brother Messy, Brother Neat](#)  
[Bubbles](#)  
[Buddy the Bear](#)  
[Building a Bridge](#)  
[Building a House](#)  
[Butterfly Cafe](#)  
[Calming Down](#)  
[Can You Say Pterodactyl?](#)  
[Canada](#)  
[Careers/Technology Theme Pack](#)  
[Caretakers](#)  
[Caring for Earth](#)  
[Caring for Your Dog](#)  
[Carlos Joins the Team](#)  
[Carlos' First Halloween](#)  
[Carlos' First Thanksgiving](#)  
[Cause and Effect](#)  
[Change the Order](#)  
[Changes](#)  
[Changing Seasons](#)

[Cheese Power, Digraph Ch](#)  
[Chess](#)  
[Chicken Little](#)  
[Chico Sees a Ghost, Long /o/ vowel sound](#)  
[Cinderella](#)  
[Cinderello](#)  
[Citizenship Theme Pack](#)  
[City Animals](#)  
[City Animals, Country Animals](#)  
[City Falcons](#)  
[City Places](#)  
[Classify Information](#)  
[Cleaning My Room](#)  
[Clouds](#)  
[Cockroaches](#)  
[Color Wheel Colors](#)  
[Come Meet the Moon](#)  
[Community Helpers](#)  
[Community Workers](#)  
[Compare and Contrast](#)  
[Comprehension Pack \(Multit-Session\), A Week With Grandpa](#)  
[Comprehension Pack \(Multit-Session\), All Kinds of Farms](#)  
[Comprehension Pack \(Multit-Session\), Bear and Kangaroo](#)  
[Comprehension Pack \(Multit-Session\), City Animals](#)  
[Comprehension Pack \(Multit-Session\), City Places](#)  
[Comprehension Pack \(Multit-Session\), Clouds](#)  
[Comprehension Pack \(Multit-Session\), Community Helpers](#)  
[Comprehension Pack \(Multit-Session\), Country Animals](#)  
[Comprehension Pack \(Multit-Session\), Frog Is Hungry](#)  
[Comprehension Pack \(Multit-Session\), Getting Around the City](#)  
[Comprehension Pack \(Multit-Session\), Hugs](#)  
[Comprehension Pack \(Multit-Session\), Making Pizza](#)  
[Comprehension Pack \(Multit-Session\), Maria's Halloween](#)  
[Comprehension Pack \(Multit-Session\), Senses](#)  
[Comprehension Pack \(Multit-Session\), The Four Seasons](#)  
[Comprehension Pack \(Multit-Session\), The Mitten](#)  
[Comprehension Pack \(Multit-Session\), The Sky is Falling](#)  
[Comprehension Pack \(Multit-Session\), The Storm](#)  
[Comprehension Pack \(Multit-Session\), Time for Bed](#)  
[Comprehension Pack \(Multit-Session\), To The Store](#)  
[Comprehension Pack \(Multit-Session\), What?](#)  
[Comprehension Pack \(Multit-Session\), Where Plants Grow](#)  
[Comprehension Pack \(Single-Session\)](#)  
[Condors: Giant Birds](#)  
[Corduroy](#)  
[Counting On Friends](#)  
[Counting on Bears](#)

[Country Animals](#)  
[Country Places](#)  
[Cranberries](#)  
[Crazy Cakes](#)  
[Crazy Cat, Consonant Cc](#)  
[Cricket](#)  
[Darby's Birthday Party](#)  
[Discovering Dinosaurs](#)  
[Discovering Dinosaurs](#)  
[Do You Know This Nose?](#)  
[Doctor Foster](#)  
[Doctor Jen](#)  
[Does It Sink or Float?](#)  
[Dogs at Work](#)  
[Dollars and Cents](#)  
[Dolly's Drama Queen Day](#)  
[Double It!](#)  
[Dr. King's Memorial](#)  
[Dr. King's Memorial](#)  
[Drums Around the World](#)  
[Earth's Water](#)  
[Earth's Water](#)  
[Eat Like a Pig](#)  
[Eddie's Pet](#)  
[Egypt](#)  
[Election Day](#)  
[Elephants: Giant Mammals](#)  
[Extreme Insects](#)  
[Fact or Opinion](#)  
[Fall Forward, Spring Back](#)  
[Families](#)  
[Fantastic Flying Machines](#)  
[Fantastic Phil](#)  
[Fast and Faster](#)  
[Felicia's Five Fat Frogs](#)  
[Feliz Navidad, Carlos!](#)  
[Fire Safety](#)  
[Firefighters](#)  
[Firefighters](#)  
[Fish Tank Fun](#)  
[Fishing with Grandpa](#)  
[Five Seconds to Blastoff!](#)  
[Flashlight Shadow Show](#)  
[Flow Charts](#)  
[Fluency Practice Passage](#)  
[Fog](#)  
[Following the Map](#)

[Four Friends](#)  
[Fox and Frog, Consonant Ff](#)  
[Frederick](#)  
[Friends Around the World](#)  
[Friends in the Stars](#)  
[Frog Is Hungry](#)  
[Frog's Mississippi River Adventure](#)  
[From Pumpkin Seed to Jack-o'-Lantern](#)  
[Fun Fish](#)  
[Future Flowers](#)  
[Fuzzy Buzzy Bee](#)  
[Gaggle, Herd, and Murder](#)  
[Garrett Morgan and the Traffic Signal](#)  
[Getting Around the City](#)  
[Getting Ready for School](#)  
[Give Them Back](#)  
[Glassblowing](#)  
[Goats Are Great!](#)  
[Going to the Art Museum](#)  
[Going to the Dentist](#)  
[Going to the Doctor](#)  
[Goldilocks and the Other Three Bears](#)  
[Goldilocks and the Three Bears](#)  
[Golf](#)  
[Goliath Beetles: Giant Insects](#)  
[Goliath Bird-Eating Spiders: Giant Arachnids](#)  
[Good Luck!](#)  
[Gordon Finds His Way](#)  
[Gordy Gorilla and His Five Senses](#)  
[Grandpa's Goat, Consonant Gg](#)  
[Grandparents Day](#)  
[Grasshopper's Gross Lunch](#)  
[Greater Than](#)  
[Grounded to Earth](#)  
[Groundhog Goes Outside](#)  
[Grow Tomatoes in Six Steps](#)  
[Grow, Vegetables, Grow!](#)  
[Guess That President](#)  
[Habitats/Adaptations Theme Pack](#)  
[Hannah's Townspeople](#)  
[Happy Birthday, Snag!](#)  
[Happy Cat and the Hats, Consonant Hh](#)  
[Harriet Tubman](#)  
[Hats at Work](#)  
[Healthy Me](#)  
[Hector's Halloween](#)  
[Helpful Bats](#)

[Here Come the Cranes!](#)  
[Heroes of September 11](#)  
[Hey, Diddle Diddle](#)  
[Hibernation](#)  
[Hibernation](#)  
[Hippo's Toothache](#)  
[Hobbies](#)  
[Hockey](#)  
[Hooray for the Farmer's Market!](#)  
[Horrible Lori, R-Controlled](#)  
[How Do They Move?](#)  
[How Is the Weather Today?](#)  
[How Long Does It Take?](#)  
[How Many Rhymes?](#)  
[How Many Teeth](#)  
[How Many is Fifty?](#)  
[How to Build a Guitar](#)  
[How to Make Paper](#)  
[How to Make a Drum](#)  
[How to Make a Snow Person](#)  
[How to Tie Your Shoes](#)  
[Hugs](#)  
[Humminbirds](#)  
[Humpty Dumpty](#)  
[I Am Thankful](#)  
[I Am Your New Plant](#)  
[I Am a Gymnast](#)  
[I Bet I Can](#)  
[I Broke It](#)  
[I Count 100 Things](#)  
[I Had a Little Hen](#)  
[I Hide](#)  
[I Like My Hair](#)  
[I Live in the City](#)  
[I Need An Eraser](#)  
[I Need a Snow Day!](#)  
[I Work at the Stables](#)  
[I'd Like To Be](#)  
[I'd Like To Be](#)  
[I'm the Tall One](#)  
[I'm the Tall One, Broken Arm Blues](#)  
[Ichiro Suzuki](#)  
[Imagine the Beach](#)  
[In a Chinese Garden](#)  
[In and Out of the Toy Box](#)  
[In the Mountains](#)  
[In the Sea](#)

[In the Spotlight](#)  
[Incredible Places to Stay](#)  
[Influenza](#)  
[Insect Wings](#)  
[Iris Invites Trouble, Long /i/ vowel sound](#)  
[Is That a Fish?](#)  
[Isabel's Invitation, Short /i/ vowel sound](#)  
[It's Cinco de Mayo, Carlos!](#)  
[Ivy and Bean and the Ghost That Had to Go](#)  
[Jack and Jill](#)  
[Jake's Valentine Treats](#)  
[Jane Goodall](#)  
[Jane Goodall: Friend of the Forest](#)  
[Jane and the Chimpanzees](#)  
[Jason at the Jump-a-thon](#)  
[Jelly and Jam Consonant Jj](#)  
[Jobs We Do At School](#)  
[Jobs for James](#)  
[Josh Gets Glasses](#)  
[Judy Moody was in a Mood](#)  
[Just a Trim](#)  
[Karate](#)  
[Katie and Katie](#)  
[Katien and Kenny's Junk Art, Consonant Kk](#)  
[Kitty Cat, Kitty Cat](#)  
[Komodo Dragons: Giant Reptiles](#)  
[Lacrosse](#)  
[Ladybug, Ladybug](#)  
[Land and Water](#)  
[Landmarks/Places Theme Pack](#)  
[Laws for Kids](#)  
[Leap Year Birthday](#)  
[Legs, Wings, Fins, and Flippers](#)  
[Leopard, Ram, and Jackal](#)  
[Less Than](#)  
[Let's Build a Fairy Bridge](#)  
[Let's Carve a Pumpkin](#)  
[Let's Make Lemonade](#)  
[Let's Make Shapes!](#)  
[Let's Share](#)  
[Let's Sort Shapes](#)  
[Let's look at Rhinos](#)  
[Let's Make a Bird Feeder](#)  
[Life at the Pond](#)  
[Lily the Cat](#)  
[Lincoln Loved to Learn](#)  
[Literature Circles](#)

[Little Bear's Friend](#)  
[Little Bear](#)  
[Little Bear's Visit](#)  
[Little Boy Blue](#)  
[Little Eddie One Trunk, Short /e/ vowel sound](#)  
[Little Jack Horner](#)  
[Little Loon](#)  
[Little Miss Muffet](#)  
[Little Red Riding Hood](#)  
[Living Or Nonliving?](#)  
[Long Ago and Today](#)  
[Look At This Book!](#)  
[Loose Tooth](#)  
[Lost and Found](#)  
[Lou's Flu](#)  
[Lucky Chinese New Year](#)  
[Lunch Boxes](#)  
[Maddy Loves to March](#)  
[Main Idea and Details](#)  
[Make A Tree Friend](#)  
[Make Inferences / Draw Conclusions](#)  
[Making Pizza](#)  
[Making Shapes](#)  
[Making Twelve Party Bags](#)  
[Malvyn the Magician, Consonant Mm](#)  
[Many Roads](#)  
[Maria's Thanksgiving](#)  
[Mary Had a Little Lamb](#)  
[Masks Around the World](#)  
[Math Test Mix-Up](#)  
[Meet the Beetles](#)  
[Messy Martha](#)  
[Mexico](#)  
[Mike's Good Bad Day](#)  
[Miles the Nile Crocodile](#)  
[Miss Nelson Has a Field Day](#)  
[Mole and Shrew Have Jobs to Do](#)  
[Monkey and Crocodile](#)  
[Monkey to the Top](#)  
[Monsters on Wheels](#)  
[Moose on the Move](#)  
[Mother's Day](#)  
[Motorcycles](#)  
[Mouse Soup](#)  
[Moving Bridges](#)  
[Mr. Irwin's Field Trips, R-Controlled](#)  
[Mud Balls!](#)

[Muddy Boots](#)  
[Mummies in the Morning](#)  
[My Brain](#)  
[My Day](#)  
[My First Class Play](#)  
[My Lungs](#)  
[My Muscles](#)  
[My Neighborhood](#)  
[My New City](#)  
[My New School](#)  
[My Stars](#)  
[My Stomach](#)  
[My Uncle is a Firefighter](#)  
[My Uncle is a Firefighter, Firefighters](#)  
[Mystery Valentine](#)  
[Nami's Gifts](#)  
[Native American](#)  
[Nature Stinks!](#)  
[Needs and Wants](#)  
[New Rule!](#)  
[Night Animals](#)  
[No Fighting, No Biting!](#)  
[No, Lily, Don't!](#)  
[Not Enough Snow](#)  
[Nothing Scares Me!](#)  
[Nothing for Father's Day](#)  
[Number Twelve](#)  
[Nuts in My Nest, Consonant Nn](#)  
[Ocean Animals](#)  
[Ocean Animals](#)  
[On Marge's French Toast](#)  
[On Vacation](#)  
[On the Moon](#)  
[Once There Were Twelve](#)  
[One Red Sled](#)  
[One Smart Pig](#)  
[Our Camping Trip](#)  
[Our Class Flag](#)  
[Our Five Senses](#)  
[Our Good Night Story](#)  
[Owls Overhead](#)  
[PIZZA!](#)  
[Pedro's Burro](#)  
[Penny the Rude Penguin](#)  
[Pets Are Pests, Consonant Pp](#)  
[Picture Day](#)  
[Pillow Fort Password](#)

[Pinatas Are Fun](#)  
[Places People Live](#)  
[Places Plants and Animals Live](#)  
[Pocket Parks](#)  
[Polly Gets Out](#)  
[Pop, Pop, Boom!](#)  
[Poppleton Everyday](#)  
[Princess Prefix](#)  
[Problem and Solution](#)  
[Puppies In, Puppies Out](#)  
[Quack! Quack! Will Duck Get Back?](#)  
[Randolph and the Lion](#)  
[Rapunzel](#)  
[Reader's Theater Scripts](#)  
[Ready, Set, Bike!](#)  
[Reality and Fantasy](#)  
[Recipe](#)  
[Reindeer](#)  
[Rent a Llama](#)  
[Riding With Rosa Parks](#)  
[River Otters](#)  
[Roadside Oddities](#)  
[Robots All Around!](#)  
[Rock Hunting](#)  
[Ruby Bridges](#)  
[Rude Robot](#)  
[Runaway Snowball](#)  
[Safe Biking with Dad](#)  
[Sailing the Windy Waves](#)  
[Sam's Big Night](#)  
[Sam's Fourth of July](#)  
[Sammy Has the Flu](#)  
[Say "Cheese"](#)  
[Scaredy Crow](#)  
[Science Fair](#)  
[Seashells](#)  
[See the Sea Otter](#)  
[Senses](#)  
[Sequence Events](#)  
[Sew Who?](#)  
[Shapes in Tide Pools](#)  
[Sharks](#)  
[Shave It Off!](#)  
[Ships and Boats](#)  
[Shoes Men Wear](#)  
[Shoes Women Wear](#)  
[Signs Are Everywhere](#)

[Silly Sarah](#)  
[Sir Suffix](#)  
[Sister Daisy, Sister Rose](#)  
[Skateboards](#)  
[Sky High!](#)  
[Sloth Wants to Snooze](#)  
[Slow and Slower](#)  
[Smaller and Smaller](#)  
[Smart Crows](#)  
[Smile!](#)  
[Soccer](#)  
[Some Birds Go](#)  
[Soup and a Sandwich](#)  
[Spending Dimes One at a Time](#)  
[Spring Is Here](#)  
[Squirrel Acrobats](#)  
[Stars and Stripes](#)  
[Statues in the Ice](#)  
[Statues in the Sand](#)  
[Stella Storyteller](#)  
[Stone Soup](#)  
[Stop Snoring!](#)  
[Stormingo!](#)  
[Sugar, Sugar Everywhere](#)  
[Summer Olympics Events](#)  
[Super Thrift](#)  
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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Analyzing Cultural Elements of Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.4.	identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning

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STAGE / SKILLS		Perspectives within Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.5.	identify explicit and implicit perspectives communicated in a text, and describe how these perspectives could influence an audience

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Analysis and Response
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.6.	express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Indigenous Contexts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.7.	identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.8.	identify thinking skills that helped them understand simple texts

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Purpose and Audience
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.1.	identify the topic, purpose, and audience for various simple texts they plan to create

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Developing Ideas
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.2.	generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas

No Correlations

STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Research
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.3.	gather information and content relevant to a topic, using a single source

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Organizing Content
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.4.	sort and sequence ideas and information, taking into account the text form and genre to be used
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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.5.	identify the strategies that helped them develop ideas for texts
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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Producing Drafts
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.1.	draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Printing, Handwriting, and Word Processing
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.2.	print letters and words with appropriate formation patterns, size, placement, and spacing

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Voice
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.3.	demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic
		<a href="#">Learning A-Z RAZ</a> <a href="#">Ava Is a Vegan</a> <a href="#">Baseball</a> <a href="#">Basketball</a> <a href="#">Comprehension Pack (Single-Session)</a> <a href="#">Cricket</a> <a href="#">Jobs We Do At School</a> <a href="#">Moving Bridges</a> <a href="#">My New City</a> <a href="#">Native American</a> <a href="#">Rapunzel</a> <a href="#">Soccer</a> <a href="#">The Parking Ticket</a> <a href="#">Tootsie Can Talk</a> <a href="#">Whale Watching</a> <a href="#">Writer's Response</a>
STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Point of View and Perspective
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.4.	identify the point of view, including first person, used in their texts
		<a href="#">Learning A-Z RAZ</a> <a href="#">Cinderello</a> <a href="#">Rent a Llama</a>
STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Editing and Proofreading
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.5.	make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling
		<a href="#">Learning A-Z RAZ</a> <a href="#">Art Theme Pack</a> <a href="#">Careers/Technology Theme Pack</a> <a href="#">Citizenship Theme Pack</a> <a href="#">Habitats/Adaptations Theme Pack</a> <a href="#">Landmarks/Places Theme Pack</a> <a href="#">Little Red Riding Hood</a>

[Picture Day](#)  
[Traditional Tales Theme Pack](#)  
[Where Are My Things?](#)

STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D3.	Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics
STAGE / SKILLS		Producing Final Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	D3.1.	produce final texts, using simple techniques, to achieve the intended effect

No Correlations

STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D3.	Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics
STAGE / SKILLS		Publishing and Presenting Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	D3.2.	present the texts they have created using appropriate strategies, including by reading aloud with expression

[Learning A-Z RAZ](#)

[Influenza](#)

[Native American](#)

STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D3.	Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	D3.3.	identify a strategy they found helpful when presenting texts

No Correlations