



# Evidence of Alignment

## Texas Essential Knowledge and Skills for English Language Arts to the new *Reading Horizons Discovery*<sup>®</sup>

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## Kindergarten Evidence by Standard

Standards Code	Standards	Evidence
<p><b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b></p>		
ELA.K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses;	<ul style="list-style-type: none"> <li>● Practice during the whole instructional cycle daily in each lesson</li> </ul>
ELA.K.1.B	restate and follow oral directions that involve a short, related sequence of actions;	<ul style="list-style-type: none"> <li>● Practice following oral directions related to a sequence of actions occurs during the instruction section daily in each lesson</li> <li>● Note that restating is not covered.</li> </ul>
ELA.K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	<ul style="list-style-type: none"> <li>● Practice during check for understanding, reviews, Whole Class Transfer Card, Groups and Centers</li> </ul>
ELA.K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<ul style="list-style-type: none"> <li>● Practice during reviews and Whole Class Transfer</li> </ul>
ELA.K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard:               <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> </ul> </li> </ul>

<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</b></p> <p><b>The student is expected to:</b></p>		
ELA.K.2.A	<i>demonstrate phonological awareness by:</i>	
ELA.K.2.A.i	identifying and producing rhyming words;	<ul style="list-style-type: none"> <li>● Instruction and practice on recognizing rhyme during the first phonemic awareness task for lessons 1–2</li> <li>● Instruction and practice on producing rhyme during the first phonemic awareness task for lessons 3–4</li> <li>● Practice on recognizing rhyme reinforced throughout the Eraser Game section beginning at lesson 30</li> <li>● Assess during Letter Lessons and lessons 30, 31, 33, 34, 35, 37, 38, 39, 40, 41, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 56, 57, 58, 60, 61 on software Skill Check</li> </ul>
ELA.K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<ul style="list-style-type: none"> <li>● Practice during Letter Lessons extension activity</li> <li>● Practice during software on activity 1</li> <li>● Assess during Letter Lessons and lessons 30, 31, 33, 34, 35, 37, 38, 39, 40, 41, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 56, 57, 58, 60, 61 on software Skill Check</li> </ul>
ELA.K.2.A.iii	identifying the individual words in a spoken sentence;	<ul style="list-style-type: none"> <li>● Instruction during the second phonemic awareness task for lessons 1–4</li> <li>● Practice during sentence dictation beginning at lesson 64</li> </ul>
ELA.K.2.iv	identifying syllables in spoken words;	<ul style="list-style-type: none"> <li>● Instruction and practice during the second phonemic awareness task for lessons 9–16</li> </ul>
ELA.K.2.A.v	blending syllables to form multisyllabic words;	<ul style="list-style-type: none"> <li>● Instruction and practice during the second phonemic awareness task for lessons 5, 6, 9–16</li> </ul>

ELA.K.2.A.vi	segmenting multisyllabic words into syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice during the second phonemic awareness task for lessons 7, 8, 10–16</li> </ul>
ELA.K.2.A.vii	blending spoken onsets and rimes to form simple words;	<ul style="list-style-type: none"> <li>● Instruction and practice on blending onsets and rimes during the first phonemic awareness task for lessons 33–36</li> <li>● Note that segmenting is not covered.</li> </ul>
ELA.K.2.A.viii	blending spoken phonemes to form one-syllable words;	<ul style="list-style-type: none"> <li>● Instruction and practice alternating during the first and second phonemic awareness tasks beginning in lesson 17</li> </ul>
ELA.K.2.A.ix	manipulating syllables within a multisyllabic word; and	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.K.2.A.x	segmenting spoken one-syllable words into individual phonemes;	<ul style="list-style-type: none"> <li>● Instruction and practice alternating during the first and second phonemic awareness tasks beginning in lesson 17</li> </ul>
ELA.K.2.B	<i>demonstrate and apply phonetic knowledge by:</i>	
ELA.K.2.B.i	identifying and matching the common sounds that letters represent;	<ul style="list-style-type: none"> <li>● Instruction begins during Letter Lessons 4–29 with continuation in Letter Group Lessons 30–61</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 30–87, 107–111</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>

ELA.K.2.B.iii	recognizing that new words are created when letters are changed, added, or deleted, such as <i>it - pit - tip - tap</i> ; and	<ul style="list-style-type: none"> <li>● Practice during Spelling: Word Building beginning in lesson 36</li> </ul>
ELA.K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction daily during MCWs instruction using FRY</li> <li>● Practice during Dictation: Sentence, Whole Class Transfer and Extended Transfer using decodable passages, decodable text, and decodable books</li> </ul>
ELA.K.2.C	<i>demonstrate and apply spelling knowledge by:</i>	
ELA.K.2.C.i	spelling words with VC, CVC, and CCVC;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 36–87, 107–111</li> <li>● Practice during Review, Dictation: Encoding, Eraser Game, Spelling: Word Building, Dictation: Sentence, Extended Transfer: Groups and Centers, software activities</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.K.2.C.ii	spelling words using sound-spelling patterns; and	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 36–87, 107–120</li> <li>● Practice during Review, Dictation: Encoding, Eraser Game, Spelling: Word Building, Dictation: Sentence, Extended Transfer: Groups and Centers, software activities</li> <li>● Assess during corresponding lesson Skill Checks and software activities</li> </ul>
ELA.K.2.C.iii	spelling high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction and practice using FRY during daily MCWs Instruction and Dictation: Sentence starting in lesson 37</li> </ul>

ELA.K.2.D	<i>demonstrate print awareness by:</i>	
ELA.K.2.D.i	identifying the front cover, back cover, and title page of a book;	<ul style="list-style-type: none"> <li>● Practice during Extended Transfer: Groups and Centers using the Student Transfer Book and Decodable Books</li> </ul>
ELA.K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<ul style="list-style-type: none"> <li>● Practice during Extended Transfer: Groups and Centers using the Student Transfer Book and Decodable Books</li> </ul>
ELA.K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<ul style="list-style-type: none"> <li>● Practice with modeling during Whole Class Transfer Card routine</li> <li>● Practice in lessons 1–61 during Guided Dictation and Eraser Game</li> <li>● Note that spacing is not covered.</li> </ul>
ELA.K.2.D.iv	recognizing the difference between a letter and a printed word;	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Letter Lessons</li> <li>○ Letter Group Lessons</li> </ul> </li> </ul>
ELA.K.2.D.v	identifying all uppercase and lowercase letters; and	<ul style="list-style-type: none"> <li>● Instruction and practice during Letter Lessons 4–29 with continuation in Letter Group Lessons 30–61</li> <li>● Practice during Review, Dictation: Decoding, Dictation: Encoding, Eraser Game, Spelling: Word Building, Dictation: Sentence, Whole Class Transfer, Extended Transfer</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<ul style="list-style-type: none"> <li>● Instruction begins during Letter Lessons 4–29 with continuation in Letter Group Lessons 30–61</li> <li>● Practice during reviews and instruction</li> </ul>

ELA.K.3	<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.</b></p> <p><b>The student is expected to:</b></p>	
ELA.K.3.A	use a resource such as a picture dictionary or digital resource to find words;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<ul style="list-style-type: none"> <li>● Practice during Extended Transfer: Groups and Centers using the Student Transfer Book and Decodable Books, student software activities</li> </ul>
ELA.K.3.C	identify and use words that name actions, directions, positions, sequences, and categories, such as colors, shapes, textures, and locations.	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.K.4	<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	
ELA.K.4	The student is expected to self-select text and interact independently with text for increasing periods of time.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Decodable Passages</li> <li>○ Decodable Text</li> <li>○ Decodable Books</li> </ul> </li> </ul>

## First-Grade Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.1.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>	
ELA.1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<ul style="list-style-type: none"> <li>● Practice daily during the whole instructional cycle in each lesson</li> </ul>
ELA.1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;	<ul style="list-style-type: none"> <li>● Practice following oral directions related to a sequence of actions occurs daily during the instruction section in each lesson</li> <li>● Note that restating is not covered.</li> </ul>
ELA.1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<ul style="list-style-type: none"> <li>● Practice during check for understanding, reviews, Whole Class Transfer Card, Groups and Centers</li> </ul>
ELA.1.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	<ul style="list-style-type: none"> <li>● Practice during reviews and Whole Class Transfer</li> </ul>
ELA.1.1.E	develop social communication, such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard:               <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> </ul> </li> </ul>



<b>ELA.1.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</b>	
	<b>The student is expected to:</b>	
ELA.1.2.A	<i>demonstrate phonological awareness by:</i>	
ELA.1.2.A.i	producing a series of rhyming words;	<ul style="list-style-type: none"> <li>• Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Phonemic Awareness Warm-Up Task script in Lesson 3 as a template</li> </ul> </li> </ul>
ELA.1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<ul style="list-style-type: none"> <li>• Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Use the review script in Lesson 1 as a template</li> <li>○ Use turn and talk partner opportunities for students to produce alliteration</li> </ul> </li> </ul>
ELA.1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words;	<ul style="list-style-type: none"> <li>• Instruction and practice during lessons 48–79, 106, 107, 115–120</li> </ul>
ELA.1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<ul style="list-style-type: none"> <li>• Instruction and practice of manipulation of phonemes begins in lesson 1 and continues throughout the entire phonemic awareness sequence</li> </ul>
ELA.1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<ul style="list-style-type: none"> <li>• Instruction and practice alternating during the second phonemic awareness task in lessons 65–75, 94–103</li> </ul>
ELA.1.2.A.vi	manipulating phonemes within base words; and	<ul style="list-style-type: none"> <li>• Educators would need to supplement.</li> </ul>

ELA.1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<ul style="list-style-type: none"> <li>● Instruction and practice alternating during the first and second phonemic awareness tasks beginning in lesson 6</li> </ul>
ELA.1.2.B	<i>demonstrate and apply phonetic knowledge by:</i>	
ELA.1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences;	<ul style="list-style-type: none"> <li>● Instruction during lessons 36–120 and MCWs Instruction</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs;	<ul style="list-style-type: none"> <li>● Instruction during lessons 20–37, 40, 46, 50–123</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and <i>r</i> -controlled syllables;	<ul style="list-style-type: none"> <li>● Instruction during lessons 58–64, 70–77</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.1.2.B.iv	using knowledge of base words to decode common compound words and contractions;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>

ELA.1.2.B.v	decoding words with inflectional endings, including <i>-ed</i> , <i>-s</i> , and <i>-es</i> ; and	<ul style="list-style-type: none"> <li>● Instruction during lessons 115–116, 118–122</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction daily during MCWs instruction using FRY</li> <li>● Practice during Dictation: Sentence, Whole Class Transfer and Extended Transfer using decodable passages, decodable text, and decodable books</li> </ul>
ELA.1.2.C	<i>demonstrate and apply spelling knowledge by:</i>	
ELA.1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and <i>r</i> -controlled syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 20–34, 40</li> <li>● Practice during Review, Dictation: Encoding, Eraser Game, Spelling: Word Building, Dictation: Sentence, Extended Transfer: Groups and Centers, software activities</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.1.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs;	<ul style="list-style-type: none"> <li>● Instruction during lessons 20–37, 40, 46, 50–123</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.1.2.C.iii	spelling words using sound-spelling patterns; and	<ul style="list-style-type: none"> <li>● Instruction during lessons 58–64, 70–77</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>

ELA.1.2.C.iv	spelling high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction and practice using FRY during daily MCWs Instruction and Dictation: Sentence starting in lesson 5</li> </ul>
ELA.1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words; and	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	<ul style="list-style-type: none"> <li>● Instruction during lessons 1–18</li> <li>● Instruction and practice daily during instruction, all dictations, MCWs instruction,</li> </ul>
ELA.1.3	<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.</b></p> <p><b>The student is expected to:</b></p>	
ELA.1.3.A	use a resource such as a picture dictionary or digital resource to find words;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<ul style="list-style-type: none"> <li>● Practice during Extended Transfer: Groups and Centers using the Student Transfer Book and Decodable Books, student software activities</li> </ul>
ELA.1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i> ; and	<ul style="list-style-type: none"> <li>● Instruction during lessons 35, 37, 41, 47, 83, 84–87, 94</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during Skill Checks and software activities</li> </ul>

ELA.1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.	<ul style="list-style-type: none"> <li>• Educators would need to supplement.</li> </ul>
<b>ELA.1.4</b> <b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.</b>		
ELA.1.4	The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<ul style="list-style-type: none"> <li>• Practice during Whole Class Transfer and Extended Transfer using decodable passages, decodable text, and decodable books</li> </ul>
<b>ELA.1.5</b> <b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b>		
ELA.1.5	The student is expected to self-select text and interact independently with text for increasing periods of time.	<ul style="list-style-type: none"> <li>• Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Decodable Passages</li> <li>○ Decodable Text</li> <li>○ Decodable Books</li> </ul> </li> </ul>

## Second-Grade Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.2.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>	
ELA.2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<ul style="list-style-type: none"> <li>● Practice daily during the whole instructional cycle in each lesson</li> </ul>
ELA.2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;	<ul style="list-style-type: none"> <li>● Practice following oral directions related to a sequence of actions occurs daily during the instruction section in each lesson</li> <li>● Note that restating is not covered.</li> </ul>
ELA.2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<ul style="list-style-type: none"> <li>● Practice during check for understanding, reviews, Whole Class Transfer Card, Groups and Centers</li> </ul>
ELA.2.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	<ul style="list-style-type: none"> <li>● Practice during reviews and Whole Class Transfer</li> </ul>
ELA.2.1.E	develop social communication, such as distinguishing between asking and telling.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard:               <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> </ul> </li> </ul>

<b>ELA.2.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>	
ELA.2.2.A	<i>demonstrate phonological awareness by:</i>	
ELA.2.2.A.i	producing a series of rhyming words;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multisyllable words;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 28–57</li> <li>● Assess and practice during Skill Checks and software activities</li> </ul>
ELA.2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<ul style="list-style-type: none"> <li>● Instruction and practice of recognizing the change in spoken word when phonemes are manipulated begins in lesson 1 and continues throughout the entire phonemic awareness sequence</li> </ul>
ELA.2.2.A.iv	manipulating phonemes within base words;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.2.2.B	<i>demonstrate and apply phonetic knowledge by:</i>	
ELA.2.2.B.i	decoding words with short, long, or variant vowels, trigraphs, and blends;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 10–14, 29–37, 42–51</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.B.ii	decoding words with silent letters, such as <i>knife</i> and <i>gnat</i> ;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 79, 99, 100</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>

ELA.2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 82–127.</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.B.iv	decoding compound words, contractions, and common abbreviations;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.2.2.B.v	decoding words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV;	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–91, 101, 102</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.B.vi	decoding words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ; and	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 90, 94–98, 105–107, 111</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.B.vii	identifying and reading high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction daily during MCWss instruction using FRY</li> <li>● Practice during Dictation: Sentence, Whole Class Transfer and Extended Transfer using decodable passages, decodable text, and decodable books</li> </ul>



ELA.2.2.C	<i>demonstrate and apply spelling knowledge by:</i>	
ELA.2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 82–127.</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.C.ii	spelling words with silent letters, such as <i>knife</i> and <i>gnat</i> ;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 79, 99, 100</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.C.iii	spelling compound words, contractions, and common abbreviations;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–93, 108–110, 127</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–93, 108–110, 127</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>

ELA.2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, 105–107</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.2.2.D	alphabetize a series of words and use a dictionary or glossary to find words; and	<ul style="list-style-type: none"> <li>● Educators would need to supplement</li> </ul>
ELA.2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Letter Group lessons</li> </ul> </li> <li>● Educators may need to supplement.</li> </ul>
<b>ELA.2.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>	
ELA.2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words;	<ul style="list-style-type: none"> <li>● Practice during Extended Transfer: Groups and Centers using the Student Transfer Book and Decodable Books, student software activities</li> </ul>
ELA.2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion</i> / <i>tion</i> / <i>sion</i> ; and	<ul style="list-style-type: none"> <li>● Instruction during lessons 77, 78 (<i>-er/est</i>), 94 (<i>-ly</i>), 111 (<i>un-</i>), 105 (<i>-tion</i>), 107 (<i>-sion</i>)</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>

ELA.2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Eraser Game</li> <li>○ Context sentences</li> </ul> </li> </ul>
<b>ELA.2.4</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</b>	
ELA.2.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<ul style="list-style-type: none"> <li>● Practice during Whole Class Transfer and Extended Transfer using decodable passages, decodable text, and decodable books</li> </ul>
<b>ELA.2.5</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b>	
ELA.2.5	The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Decodable Passages</li> <li>○ Decodable Text</li> <li>○ Decodable Books</li> </ul> </li> </ul>

## Third-Grade Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.3.1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>	
ELA.3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments;	<ul style="list-style-type: none"> <li>● Practice daily during the whole instructional cycle in each lesson</li> </ul>
ELA.3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action;	<ul style="list-style-type: none"> <li>● Practice following oral directions related to a sequence of actions occurs during the instruction section daily in each lesson</li> <li>● Note that restating is not covered.</li> </ul>
ELA.3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	<ul style="list-style-type: none"> <li>● Practice during check for understanding, reviews, Whole Class Transfer Card, Groups and Centers</li> </ul>
ELA.3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols; and	<ul style="list-style-type: none"> <li>● Practice during reviews and Whole Class Transfer</li> </ul>
ELA.3.1.E	develop social communication, such as conversing politely in all situations.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard:               <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> </ul> </li> </ul>

<b>ELA.3.2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>	
ELA.3.2.A	<i>demonstrate and apply phonetic knowledge by:</i>	
ELA.3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns such as <i>igh</i> , <i>ough</i> , and <i>en</i> ;	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–93, 108–110, 117, 119, 127</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during Skill Checks</li> </ul>
ELA.3.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 82–127.</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.A.iii	decoding compound words, contractions, and abbreviations;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.3.2.A.iv	decoding words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV with accent shifts;	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–93, 101, 102, 108–110, 127</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>

ELA.3.2.A.v	decoding words using knowledge of prefixes;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 90, 111</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words, such as dropping e, changing y to i, and doubling final consonants; and	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, 105–107</li> <li>● Practice during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.A.vii	identifying and reading high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction daily during MCWs instruction using FRY</li> <li>● Practice during Dictation: Sentence, Whole Class Transfer and Extended Transfer using decodable passages, decodable text, and decodable books</li> </ul>
ELA.3.2.B	<i>demonstrate and apply spelling knowledge by:</i>	
ELA.3.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 82–127</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.B.ii	spelling homophones;	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Lesson instruction and dictation</li> </ul> </li> </ul>
ELA.3.2.B.iii	spelling compound words, contractions, and abbreviations;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>

ELA.3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–93, 108–110, 117, 119, 127</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.B.v	spelling words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV;	<ul style="list-style-type: none"> <li>● Instruction during lessons 82–91, 101, 102</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.B.vi	spelling words using knowledge of prefixes;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 90, 111</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<ul style="list-style-type: none"> <li>● Instruction and practice during lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, 105–107</li> <li>● Practice for all skills reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software</li> <li>● Assess during software Skill Checks</li> </ul>
ELA.3.2.C	alphabetize a series of words to the third letter; and	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>

ELA.3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Answering comprehension questions</li> </ul> </li> <li>● Educators may need to supplement.</li> </ul>
<b>ELA.3.3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>	
ELA.3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>
ELA.3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<ul style="list-style-type: none"> <li>● Practice during Extended Transfer: Groups and Centers using the Student Transfer Book and Decodable Books, student software activities</li> </ul>
ELA.3.3.C	identify the meaning of and use words with affixes, such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> ; and	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Lesson 111</li> </ul> </li> </ul>
ELA.3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<ul style="list-style-type: none"> <li>● Educators could adapt and utilize the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Eraser Game</li> <li>○ Context sentences</li> </ul> </li> </ul>
<b>ELA.3.4</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</b>	
ELA.3.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<ul style="list-style-type: none"> <li>● Educators would need to supplement.</li> </ul>



<p><b>ELA.3.5</b></p>	<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b></p>	
<p>ELA.3.5</p>	<p>The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<ul style="list-style-type: none"> <li>• Educators would need to supplement.</li> </ul>