

GRADE 1 STANDARDS		PAGE REFERENCES
Reading Standards for Literature: Integration of Knowledge and Ideas		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Ravenscourt, Getting Started Teachers Guide: pp. 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Ravenscourt, Discovery Teachers Guide: pp. 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Content Connections Level App. 8...14, 21...33, 57...63, 75...84
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Content Connections Level App. 8...14
Reading Standards for Literature: Range of Reading and Level of Text Complexity		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Decoding A Presentation Book 1: 21.8, 22.8, 23.9, 24.9, 25.9, 26.9, 27.9, 28.9, 30.9, 30.11 Decoding A Presentation Book 2: 31.9., 31.11, 32.8., 32.11, 33.8, 33.10, 34.8, 34.10, 35.9, 35.11, 36.10, 36.12, 37.7, 37.9, 38.7, 38.9, 39.7, 39.9, 40.7, 40.9, 41.7, 41.9, 42.8, 42.10, 43.9, 43.10, 44.7, 44.9, 45.7, 45.9, 46.7, 46.9, 47.8, 47.10, 48.9, 48.10, 49.9, 49.10, 50.7, 50.9, 51.8, 51.10, 52.9, 52.11, 53.9, 53.10, 53.11, 54.8, 54.10, 55.7, 55.9, 56.8, 56.10, 57.8, 57.10, 58.8, 58.10, 59.7, 59.9, 60.6, 60.9, 61.8, 61.9, 62.7, 62.9, 63.7, 63.9, 64.7, 64.9, 65.7, 65.9 Decoding A Workbook: 21.5, 22.5, 23.5, 24.5, 26.5, 27.5, 28.5, 29.5, 30.5, 31.5, 32.4, 32.6, 33.4, 33.6, 34.4, 34.6, 35.4, 35.6, 36.4, 36.6, 37.4, 37.6, 38.4, 38.6, 39.4, 39.6, 40.4, 40.6, 41.4, 41.6, 42.4, 42.6, 43.5, 43.6, 44.4, 44.6, 45.4, 45.6, 46.4, 46.6., 47.4, 47.6, 48.5, 48.6, 49.5, 49.6, 50.4, 50.6, 51.4, 51.6, 52.4, 52.6, 53.5...53.7, 54.4, 54.6, 55.4, 55.4, 56.4, 56.6, 57.4, 57.6, 58.4, 58.6, 59.4, 59.6, 60.4, 60.6, 61.5, 61.6, 62.4, 62.6, 64.4, 63.6, 64.4, 64.6, 65.4, 65.6 Ravenscourt: Getting Started series and Discovery Series
Reading Standards for Informational Text: Key Ideas and Details		
RI.1.1	Ask and answer questions about key details in a text.	

GRADE 1 STANDARDS		PAGE REFERENCES
Reading Standards for Informational Text: Integration of Knowledge and Ideas		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Ravenscourt, Getting Started Teachers Guide: 48...56



GRADE 1 STANDARDS		PAGE REFERENCES
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Decoding A Presentation Book 19.2, 9.3, 11.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 20.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 30.1 Decoding A Presentation Book 31.1, 32.2, 33.1, 34.1, 35.1, 36.1, 37.1, 38.1, 39.1, 40.1, 41.1, 53.1, 44.1, 45.1, 46.1, 48.1, 49.1, 50.1, 51.1, 52.1, 53.1, 54.1, 55.1, 56.1, 57.1, 58.1, 59.1, 60.1, 61.1, 62.1, 63.1, 64.1, 65.1 Decoding A Workbook:9.3, 10.3, 11.3, 12.3, 13.3, 14.3, 4.3, 16.3, 17.3, 18.3, 19.3, 20.3, 21.3, 22.3, 23.3, 24.3, 25.3, 26.4, 27.4 28.4, 29.4, 30.4, 31.4, 32.3, 33.3, 34.3, 35.3, 36.3, 37.3, 38.3, 39.3, 40.3, 42.3, 44.3, 45.3, 46.3, 47.3, 50.3, 51.3, 52.3, 54.3, 55.3, 56.3, 57.3, 58.3, 59.3, 60.3, 60.1, 61.1, 62.1, 63.1, 64.1, 65.1 Decoding A Standardized Test Practice:1, 9.3, 11.2, 11.4, 12.1, 12.4, 13.3, 14.2...14.4, 16.2, 16.3, 17.1, 17.3, 17.4, 18.3, 18.4, 21.3, 22.1, 22.3, 23.3, 24.1, 24.3, 26.2, 26.4, 27.3, 27.4, 28.3, 28.4, 29.2...29.4, 31.3, 31.4, 32.5, 33.1, 33.3,

GRADE 1 STANDARDS		PAGE REFERENCES
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	

GRADE 1 STANDARDS		PAGE REFERENCES
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	Decoding A Presentation Book 21.8, 22.8, 23.9, 24.9, 25.9, 26.9, 27.9, 28.9, 30.9, 30.11, 30.9 Decoding A Presentation Book 30.11, 31.9., 31.11, 32.8., 32.11, 33.8, 33.10, 34.8, 34.10, 35.9, 35.11, 36.10, 36.12, 37.7, 37.9, 38.7, 38.9, 39.7, 39.9, 40.7, 40.9, 41.7, 41.9, 42.8, 42.10, 43.9, 43.10, 44.7, 44.9, 45.7, 45.9, 46.7, 46.9, 47.8, 47.10, 48.9, 48.10, 49.9, 49.10, 50.7, 50.9, 51.8, 51.10, 52.9, 52.11, 53.9, 53.10, 53.11, 54.8, 54.10, 55.7, 55.9, 56.8, 56.10, 57.8, 57.10, 58.8, 58.10, 59.7, 59.9, 60.6, 60.9, 61.8, 61.9, 62.7, 62.9, 63.7, 63.9, 64.7, 64.9, 65.7, 65.9 Decoding A Workbook: 21.5, 22.5, 23.5, 24.5, 26.5, 27.5, 28.5, 29.5, 30.5 Decoding A Presentation Book 31.5, 32.4, 32.6, 33.4, 33.6, 34.4, 34.6, 35.4, 35.6, 36.4, 36.6, 37.4, 37.6, 38.4, 38.6, 39.4, 39.6, 40.4, 40.6, 41.4, 41.6, 42.4, 42.6, 43.5, 43.6, 44.4, 44.6, 45.4, 45.6, 46.4, 46.6., 47.4, 47.6, 48.5, 48.6, 49.5, 49.6, 50.4, 50.6, 51.4, 51.6, 52.4, 52.6, 53.5...53.7, 54.4, 54.6, 55.4, 55.4, 56.4, 56.6, 57.4, 57.6, 58.4, 58.6, 59.4, 59.6, 60.4, 60.6, 61.5, 61.6, 62.4, 62.6, 62.4, 63.6, 64.4, 64.6, 65.4, 65.6 Ravenscourt, Getting Started Teachers Guide p. 21, 33, 45, 57, 69, 81, 93, 105 Ravenscourt, Discovery Teachers Guide p. 21, 33, 45, 57, 69, 81, 93, 105
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Core Resource Connections Level A Leveled Passages
Writing Standards: Text Types and Purposes		



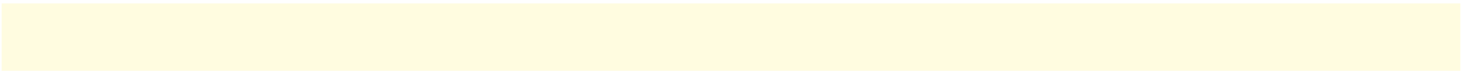
GRADE 1 STANDARDS		PAGE REFERENCES
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Decoding A Presentation Book 16.7, 7.7, 8.7, 9.6, 10.7, 11.6, 12.5, 12.2, 13.5, 14.5, 15.4, 16.5, 17.5, 18.5, 19.5, 19.5, 19.9, 20.5, 20.9, 21.5, 21.9, 22.5, 22.9, 23.6, 23.10, 24.2, 24.10, 25.6, 25.10, 26.5, 26.6, 26.10, 27.6, 27.10, 28.5, 28.6, 28.10, 29.5, 29.6, 29.10, 30.5, 30.6, 30.10 Decoding A Presentation Book 31.5, 31.6, 31.10, 32.7, 32.10, 33.6, 33.9, 34.6, 34.9, 35.7, 35.10, 36.8, 36.11, 37.6, 37.8, 38.5, 38.8, 39.5, 39.8, 40.5, 40.8, 41.5, 41.8, 42.6, 42.9, 43.6, 43.7, 44.5, 44.8, 45.5, 45.8, 46.5, 46.8, 47.6, 47.9, 48.6, 48.7, 49.6, 49.7, 50.5, 50.8, 51.6, 51.9, 52.9, 52.10, 53.6, 53.7, 54.6, 54.9, 55.5, 55.7, 56.6, 56.9, 57.6, 57.9, 58.6, 58.9, 59.5, 59.8, 60.5, 60.8, 61.5, 61.6, 62.5, 62.8, 63.5, 63.8, 64.5, 64.8, 65.5, 65.8 Decoding A Workbook:6.2, 7.2, 8.2, 9.2, 10.2, 11.2, 13.2, 14.2, 15.2, 16.2, 17.2, 18.2, 19.2, 19.6, 20.2, 20.6, 21.2, 21.6, 22.2, 22.6, 23.2, 23.6, 24.2, 24.6, 25.2, 25.6, 26.1, 26.2, 26.6, 27.2, 27.10, 28.1, 28.2, 28.6, 29.1, 29.2, 29.6, 30.1, 30.2, 30.6, 31.1, 31.2, 31.6, 32.1, 32.6, 33.2, 33.5, 34.2, 34.5, 35.2, 35.5, 36.2, 36.5, 37.3, 37.5, 38.2, 38.5, 39.2, 39.5, 40.2, 40.5, 41.2, 41.5, 42.2, 42.5, 43.2, 43.3, 44.2, 44.5, 45.2, 45.5, 46.2, 46.5, 46.2, 47.5, 48.2, 48.3, 49.2, 49.3, 50.2, 50.5, 51.2, 51.5, 52.4, 52.5, 53.2, 53.3, 54.2, 54.5, 55.2, 55.5, 56.2, 56.5, 57.2, 57.5, 58.2, 58.5, 59.2, 59.5, 60.2, 60.5, 61.2, 61.3, 62.2, 62.5, 63.2, 63.5, 64.2, 64.5, 65.2, 65.5
Language Standards: Knowledge of Language		
L.1.3	(Begins in Grade 2)	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Ravenscourt, Getting Started Teachers Guide: 48

GRADE 1 STANDARDS		PAGE REFERENCES
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Core Resource Connections Level Additional Activities, 26
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Core Resource Connections Level Additional Activities, 27, 32
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Ravencourt, Getting Started Teachers Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Ravencourt, Discovery Teachers Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Content Connections Level App. 15...20, 34...38, 39...44, 45...56, 64...68, 69...85...90, 91...94

GRADE 2 STANDARDS		PAGE REFERENCES
RL.2.6	Acknowledge differences in the points of view of characters, including by	

GRADE 2 STANDARDS		PAGE REFERENCES
Reading Standards for Informational Text: Craft and Structure		
..2.4	<p>...m...m...r...2</p>	<p>Readers, A...P...Teac...e...G...ide: ...24...32, 3...44, 4...5...0... , 2...0</p> <p>Readers, The U...ec...ed...Teac...e...G...ide: ...24...32, 3...44, 4...5...0... , 2...0</p> <p>Dec...di...B...I...C...e...Re...ce...C...ec...i... : ...35.1, 3...4, 22.3, 23.1, 2...1, 30.3, 33.4, 3...1, 41.5, 43.1, 4...1, 50.3, 52.2, 53.1, 55.4, 5...1</p>
..2.6	<p>...m...s...r... ,</p>	<p>B...I...C...e...C...ec...i... : ...4...54</p>
Reading Standards for Informational Text: Integration of Knowledge and Ideas		
..2.	<p>...m...s...r... ,</p>	<p>C...e...R...e...ce...C...ec...i... L...e...e...B...I... , ... / ... , ... , 30</p>
..2.	<p>...m...s...r... m...s...r... m...s...r... m...s...r...</p>	<p>C...e...R...e...ce...C...ec...i... L...e...e...B...I... , ... / ... , ... , 11</p>
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity		
..2.10	<p>...m...s...r... / ... ff6, m...</p>	

GRADE 2 STANDARDS		PAGE REFERENCES
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	Decoding B1 Presentation Book: 0 Decoding B1 Standardized Test Practice: 2 Decoding B1 Enrichment Blackline Masters: 2 3 5
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	Decoding B1 Presentation Book: 0 5
RF.2.3d	Decode words with common prefixes and suffixes.	Decoding B1 Presentation Book: 3 2 Decoding B1 Workbook: 2 0 3
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	Decoding A Presentation Book 2: Decoding B1 Presentation Book: 5
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	Decoding A Presentation Book 2: 3 Decoding B1 Presentation Book: 5 2 5
Reading Standards for Foundational Skills: Fluency		
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read grade-level text with purpose and understanding.	Decoding B1 Presentation Book: 1 2 0 5 Decoding B1 Workbook: 0 3 2 0

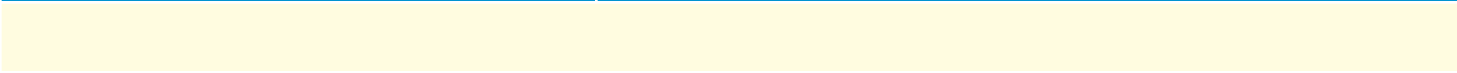


GRADE 2 STANDARDS		PAGE REFERENCES
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	€ Writing Frames
Writing Standards: Research to Build and Present Knowledge		
W.2.4	(Begins in Grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	€ Writing Frames
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	€ Writing Frames
Writing Standards: Research to Build and Present Knowledge		
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	€ Writing Frames
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	<p>Ⓛ pp. 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104</p> <p>Ⓛ pp. 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104</p>
W.2.9	(Begins in Grade 4)	
Writing Standards: Range of Writing		
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>Ⓛ pp. 8...17, 18...23, 24...31, 32...41, 42...48, 49...54, 55...59, 60...67, 68...72, 73...77, 78...8283...87</p>

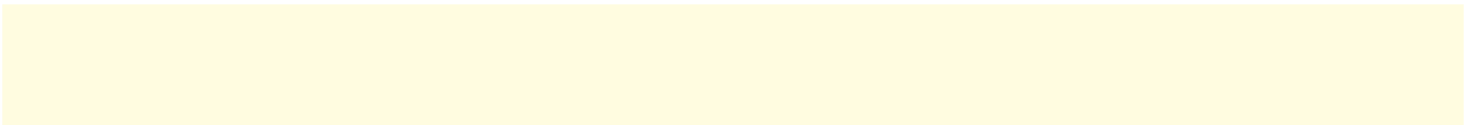
GRADE 2 STANDARDS		PAGE REFERENCES
Speaking & Listening Standards: Presentation of Knowledge and Ideas Language Standards: Conventions of Standard English		
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Core Resource Connections Level B Additional Activities, 37
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2b	Use commas in greetings and closings of letters.	Core Resource Connections Level B Writing Frames
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	Decoding B1 Standardized Test Practice 2.3, 23.3, 39.4, 48.4, 54.4, 58.4
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Core Resource Connections Level B Additional Activities, 33
Language Standards: Knowledge of Language Language Standards: Vocabulary Acquisition and Use		
L.2.4	Determine or clarify the meaning of unknown words and phrases using general strategies (e.g., using context, analyzing word parts, consulting general and specialized reference materials).	

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☒	d f	Core Resource Connections Level B1 Additional Activities, 26
☒	c) (Core Resource Connections Level B1 Additional Activities, 27, 32
☒	u b e d id	Ravenscourt, Anything's Possible Teachers Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Ravenscourt, e Unexpected Teachers Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Decoding B1 Core Resource Connections pp. 35.1, 36.4

GRADE 3 STANDARDS		PAGE REFERENCES
Reading Standards for Informational Text: Craft and Structure		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Decoding B2 Standardized Test Practice 6.3, 7.3, 9.3, 10.9, 11.4, 12.3, 17.2, 17.4, 19.4, 21.4, 26.3, 31.4, 33.3, 34.4, 36.4, 42.4, 43.4, 46.3, 47.3, 49.4, 51.4, 57.2, 58.2, 58.4, 59.3, 61.2, 61.3, 62.3, 64.3
RI.3.6	Distinguish their own point of view from that of the author of a text.	Core Resource Connections Level 5 Additional Activities, 17
Reading Standards for Informational Text: Integration of Knowledge and Ideas		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Core Resource Connections Level 5 Additional Activities, 1, 2, 3, 5, 7
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	B2 Content Connections pp. 15...23, 42...48, 70...74, 82...87
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same	5(y/soci)-1stu 0es0(d ,5...23, 42...48, 70...74, 82...87)]TJ /Fsci8(ties, 1TD 0.0,w [(RI 2



GRADE 3 STANDARDS		PAGE REFERENCES
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Ravenscourt, Express Yourself Teachers Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104 Ravenscourt, Overcoming Adversity Teachers Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104
Writing Standards: Text Types and Purposes		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	





GRADE 3 STANDARDS		PAGE REFERENCES
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Core Resource Connections Level B2 Additional Activities, 33
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Decoding B2 Standardized Test Practice 10.6, 55.3 B2 Content Connectionspp. 8...14, 24...36, 49...58
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Core Resource Connections Level B2 Additional Activities, 26
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Core Resource Connections Level B2 Additional Activities, 27
L.3.6	Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Ravenscourt, Express Yourself Teacher's Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104
		Ravenscourt, Overcoming Adversity Teacher's Guide: 12...20, 24...32, 36...44, 48...56, 60...68, 72...80, 84...92, 96...104

GRADE 4 STANDARDS		PAGE REFERENCES
RF.4.3a	Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Decoding C Presentation Book 1: 1.1...1.8, 1.14, 2.1...2.6, 2.12, 3.1...3.7, 4.1...4.5, 5.1...5.5, 6.1...6.6, 7.1...7.7, 8.1...8.7, 9.1...9.7, 11.1...11.6, 12.1...12.6, 13.1...13.6, 14.1...14.6, 15.1...15.6, 16.1...16.5, 17.1...17.5, 18.1...18.4, 19.1...19.6, 20.1...20.5, 21.1...21.5, 22.1...22.5, 23.1...23.5, 24.1...24.5, 25.1...25.5, 26.1...26.5, 27.1...27.5, 28.1...28.5, 29.1...29.5, 30.1...30.4, 31.1...31.4, 32.1...32.4, 33.1...33.4, 35.1...35.4, 36.1...36.4, 37.1...37.3, 38.1...38.4, 39.1...39.5, 40.1...40.3, 41.1...41.5, 42.1...42.5, 43.1...43.5, 44.1...44.4, 45.1...45.5, 46.1...46.6, 47.1...47.5, 48.1...48.4, 49.1...49.4, 50.1...50.4, 51.1...51.3, 52.1...52.4, 53.1...53.4, 54.1...54.4, 55.1...55.2, 56.1...56.5, 57.1...57.4, 58.1...58.4, 59.1...59.5, 60.1, 60.2 Decoding C Workbook: 1.3, 2.3, 3.2, 3.3, 4.2, 5.2, 5.3, 6.2, 7.2, 7.3, 8.2, 9.2, 9.3, 10.2, 11.2, 11.3, 12.2, 13.2, 13.3, 14.2, 15.2, 15.3, 16.2, 17.3, 18.2, 19.2, 19.3, 20.2, 21.2, 21.3, 22.2, 23.3, 23.4, 24.2, 25.3, 26.2, 26.3, 27.2, 28.2, 29.2, 29.3, 30.2, 31.2, 32.2, 32.3, 33.2, 34.2, 35.2, 35.3, 36.2, 37.2, 38.2, 38.3, 39.2, 40.2, 41.2, 41.3, 42.2, 43.2, 44.2, 44.3, 45.2, 46.2, 47.2, 47.4, 48.2, 49.2, 50.2, 50.4, 51.2, 52.2, 53.2, 53.3, 54.2, 55.2, 56.2, 56.4, 57.2, 58.2, 59.2, 59.3, 60.2

GRADE 4 STANDARDS		PAGE REFERENCES
Writing Standards: Text Types and Purposes		
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	

GRADE 4 STANDARDS		PAGE REFERENCES
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Decoding C Standardized Test Practice 20.5, 20.10
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	Decoding C Standardized Test Practice 20.5, 20.10
Writing Standards: Production and Distribution of Writing		
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.4.1–W.4.3.)	

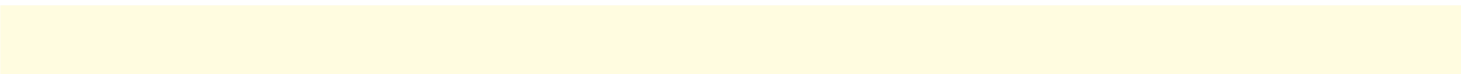
GRADE 4 STANDARDS		PAGE REFERENCES
W.4.9a	Apply grade 4 Reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]).	Ravenscourt, Moving Forward Teachers Guide...20, 84...92, 96...104 Core Resource Connections Level Additional Activities, 6, 9, 11 Ravenscourt, Reaching Goals Teachers Guide...20, 24...32, 60...68, 84...92, 96...104
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).	Ravenscourt, Moving Forward Teachers Guide...32, 36...44, 48...56, 60...68, 72...80 Ravenscourt, Reaching Goals Teachers Guide...44, 48...56, 72...80
Writing Standards: Range of Writing		
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Decoding C Standardized Test Practices: 5.4, 10.5, 10.10, 15.4, 20.5, 25.4, 30.5, 35.4, 40.5, 40.10, 45.4, 50.4, 50.10, 55.4, 60.5, 60.10 Decoding C Enrichment Blackline Masters: ...60
Speaking & Listening Standards: Comprehension and Collaboration		
SL.4.1	Engage actively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
Speaking & Listening Standards: Presentation of Knowledge and Ideas Language Standards: Conventions of Standard English		
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1e	Form and use prepositional phrases.	Core Resource Connections Level Additional Activities, 21
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Core Resource Connections Level Additional Activities, 14
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a	Use correct capitalization.	Core Resource Connections Level Additional Activities, 22

GRADE 4 STANDARDS		PAGE REFERENCES
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	Core Resource Connections Level A Additional Activities, 34
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	Decoding C Standardized Test Practice: 4, 3.3, 4.2, 4.4, 6.1, 6.4, 11.2, 12.3, 14.3, 16.1, 16.4, 17.2, 18.2, 18.4, 19.3, 21.1, 21.2, 22.1, 23.2, 26.1, 29.2, 29.4, 34.3, 36.2, 37.4, 38.1, 53.2, 56.3, 58.2
Language Standards: Knowledge of Language		
L.4.3b	Choose punctuation for effect.*	Core Resource Connections Level A Additional Activities, 23
Language Standards: Vocabulary Acquisition and Use		
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	

GRADE 4 STANDARDS		PAGE REFERENCES
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Ravencourt, Moving Forward Teachers Guide p. 60, 72

GRADE 5 STANDARDS		PAGE REFERENCES
Reading Standards for Literature: Craft and Structure		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	

GRADE 5 STANDARDS	PAGE REFERENCES
Reading Standards on Oral Test: Key Ideas and Details	
<p>5.1</p>	<p>Dec di CP e e a i B 2: 2i, 5i, i, 0.4i, 2.5, 2i, 5.4i, . . . , . . . , i, 0.4, 2i, 5.4i, . . . , i, .0.4i, .5.4i, . . . 5, 100.4i, 101.5, 102i, 105.4i, 10 i, 110.4i, 112i, 114. , 115.4i, 11 .5, 11 .5, 11 . . , 11 i, 11 . . , 120.4i, 121. , 122.5, 122i, 123. , 124.5, 125.4i</p> <p>Dec di CW b : 0.1, 2.1, 3.1, 4.1, .1, .1, .1, 0.1, 5.1, .1, .0.1, .5.1, . . .1, 100.1, 101.1, 105.1, 110.1, 114.1, 115.1, 11 .1, 11 .1, 11 .1, 11 .1, 120.1, 121.1, 122.1, 123.1, 124.1, 125.1</p> <p>Ra e c , M i F a d Teac e ' G ide: 1220, 42, . 104</p> <p>Ra e c , Reac i G a Teac e ' G ide: 1220, 2432, 00, 42, . 104</p> <p>Dec di CS a da di ed Te P ac ice: 5, 0, 5, 100, 115, 125</p> <p>Dec di CE ic e Bac i eMa e : 125</p> <p>Dec di CC eRe ceC ec i : 35, 4, . 4, . . 100, 101103, 10410, 10 10, 110111, 114111, 120122, 123125, 12 130, 13 13, 13 140, 141143, 14414</p> <p>CC e C ec i : 202, 2, 34, 2541, 45, 30, 1. . , 100105</p>
<p>5.2</p>	<p>C eRe ceC ec i Le e C / 5,</p>
<p>5.3</p>	<p>Ra e c , M i F a d Teac e ' G ide: 2434, 3 4, 4 5, 0, 20</p> <p>Ra e c , Reac i G a Teac e ' G ide: 3 4, 4 5, 20</p> <p>Dec di CS a da di ed Te P ac ice: 125.4</p> <p>Dec di CE ic e Bac i eMa e : .1, .10, .1, . . . , .10, . 10, 103.1103.4, 104, , 104.10, 10 .4, 10 .5, 10 .3, 10 .4, 10 .10, 10 .10, 110.10, 11 .10, 11 .2, 1 .3, 120.10, 120.11</p>
Reading Standards on Oral Test: Characters	





GRADE 5 STANDARDS		PAGE REFERENCES
.5.2	...m...	Dec di CS a da di ed Te P ac ice: 5.4, 0.5, 0.10, 5.4, 5.4, 100.5, 100.10, 110.5, 120.5, 120.10, 125.4
.5.2	...m...	Ra e c , M i F a d Teac e G ide: 20, 32, 44, 5 , , 0, 2, 104 Ra e c , Reac i G a Teac e G ide: 20, 32, 44, 5 , , 0, 2, 104 Dec di CS a da di ed Te P ac ice: 5.4, 0.5, 0.10, 5.4, 5.4, 100.5, 100.10, 110.5, 120.5, 120.10, 125.4
.5.3	...m ff	
g S arda ds: P od or ar d D s or o g		
.5.4	...m (... 1 3)	Ra e c , M i F a d Teac e G ide: 20, 32, 44, 5 , , 0, 2, 104 Ra e c , Reac i G a Teac e G ide: 20, 32, 44, 5 , , 0, 2, 104
.5.5	...m	C e Re ce C ec i Le e C,
g S arda ds: Resea or dard P ese or ledge		
.5.	...ff	C e Re ce C ec i Le e C,
.5.	...m	
.5.	...5 (...m m m m)	C e Re ce C ec i Le e C,

GRADE 5 STANDARDS		PAGE REFERENCES
.5.	5	C eRe ceC ec i Le e C, 3, 5,
g S arda ds: Range o g		
.5.10	m (m)	Dec di CS a da di ed Te P ac ice: 5.4, 0.5, 5.4, 0.5, 0.10, 5.4, 0.5, 5.4, 100.5, 100.10, 110.5, 110.10, 120.5, 120.10, 125.4 Dec di CE ic e Bac i eMa e : .10, .10, .10, .10, .10, .10, 103.103.4, 104, 104.10, 10 .4, 10 .5, 10 .3, 10 .4, 10 .10, 10 .10, 110.10, 11 .10, 11 .2, 11 .3, 120.10, 120.11,
S ea ng & s ea ng S arda ds: Co e e s o r a d Col la o a o r S ea ng & s ea ng S arda ds: P ese a o r o r o l edge a d deas a g age S arda ds: Co e e o s o S arda d E g l s		
.5.1	m m m	
.5.1	m m	C eRe ceC ec i Le e C, 20, 21
.5.1	m m	C eRe ceC ec i Le e C, 1, 3
.5.2	m m	
.5.2	m m	C eRe ceC ec i Le e C, 34
.5.2	m m	
.5.2 5.4 () 0. m () () -13. () -		.5 () 5.6 () 0 2 () * () 46 () 00020 () () () 0 () ,

GRADE 5 STANDARDS		PAGE REFERENCES
.5.2		Dec di CS a da di ed Te P ac ice: .4, 2.1, 1.3, 4.2, .1, .2, .2, .1.4, .1, .3, 102.2, 103.2, 10 .2, 10 .4, 10 .1, 10 .2, 112.2, 113.2, 114.3, 11 .3, 11 .2, 11 .2, 11 .3, 123.2, 124.2
arg age S arda ds: r o ledge o arg age arg age S arda ds: o a. la A s o r ard se		
.5.4		
.5.4		Dec di CC eRe ceC ec i : 3, 4, , , 100, 101, 103, 10 , 10 , 11 , 11 , 120, 122, 12 , 12 , 12 , 130, 132, 133, 135, 140, 143 Dec di CS a da di ed Te P ac ice: 5.1, 0.1, 5.1, 0.1, 0.4, 5.1, .0.1, .0.4, .5.1, .4, 101.1, 101. , 110.1, 110.4, 112.4, 120.1, 123.4, 125.1
.5.4		Dec di CS a da di ed Te P ac ice: 1.2, 1.3, 1.4, 2.2, 3.2, 4.1, 1.1, 2.2, 3.1, 4.1, .1, .4, .2, 3.3, 4.4, .2, .2, .1, .3.2, .4.1, .1, .2, 101.1, 102.1, 10 .3, 10 .1, 112.1, 11 .3, 11 .1, 121.1, 121.2, 123.1, 124.1 Dec di CC eRe ceC ec i : 111,
.5.4		C eRe ceC ec i Le e C, 33
.5.5		
.5.5		Dec di CS a da di ed Te P ac ice: 5.2
.5.5		Dec di CS a da di ed Te P ac ice: .3, 2.3, 1.2, 3.2, .3, 101.3, 104.2, 10 .3, 10 .2, 10 .4 Dec di CC eRe ceC ec i : 0, 10 , 14

GRADE 5 STANDARDS		PAGE REFERENCES
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<p>Decoding C Presentation Book 61.3, 62.1, 62.2, 62.4, 62.5, 63.1, 63.2, 64.1, 64.2, 66.1, 66.3, 66.4, 67.2, 67.3, 68.1, 68.2, 68.3, 69.1, 69.2, 69.4, 69.5, 70.2, 71.2...71.4, 72.2, 72.3, 73.1, 73.3, 73.4, 74.1, 74.3, 74.4, 75.2, 76.1, 76.3, 76.4, 77.1, 77.3, 77.4, 78.1, 78.3, 78.4, 79.1...79.4, 80.1, 80.2, 81.2, 81.3, 82.1...82.3, 83.1, 83.3, 83.4, 84.1, 84.3, 84.4, 85.2, 86.2...86.5, 87.2...87.5, 88.1...88.3, 89.1, 89.3, 89.4, 90.2, 91.2, 91.3, 92.3, 93.3, 94.4, 96.2, 96.3, 97.1, 97.4, 98.1...98.3, 99.2, 99.3, 100.1, 100.2, 101.1...101.3, 102.1...102.4, 103.2, 103.3, 104.2, 104.3, 105.1, 105.2, 106.1...106.4, 107.2, 107.3, 108.1...108.3, 109.1...109.4, 110.1, 110.2, 111.2, 111.3, 112.1...112.4, 113.2, 113.3, 114.1...114.4, 115.1, 115.2, 116.1, 116.3, 117.1...117.3, 118.1...118.4, 119.1...119.4, 120.2, 121.1...121.4, 122.2, 123.2...123.4, 124.2, 124.3, 125.1, 125.2</p> <p>Decoding C Workbook: 61.2, 62.2, 62.3, 63.2, 64.2, 65.2, 65.3, 66.2, 67.2, 68.2, 68.3, 69.2, 69.3, 70.2, 71.2, 71.3, 72.2, 73.2, 74.2, 74.3, 75.2, 76.2, 77.2, 77.3, 78.2, 79.2, 80.2, 80.3, 81.2, 82.2, 83.1, 83.2, 84.2, 85.2, 86.2, 86.4, 87.2, 88.1, 89.2, 89.3, 90.2, 91.2, 92.2, 92.3, 93.2, 94.2, 95.2, 95.3, 96.2, 97.2, 98.2, 98.3, 99.2, 100.2, 101.2, 101.3, 102.2, 103.2, 104.2, 104.3, 105.2, 106.2, 106.3, 107.2, 107.3, 108.2, 109.2, 110.2, 110.3, 111.2, 112.2, 113.2, 113.3, 114.2, 115.2, 116.2, 116.3, 117.2, 118.2, 119.2, 120.2, 120.2, 121.2, 122.2, 122.3, 123.2, 124.2, 124.3, 125.2, 125.3</p> <p>Decoding C Standardized Test Practice 61.3, 62.3, 63.3, 63.4, 64.3, 66.4, 67.1...67.3, 71.3, 72.2, 74.3, 77.3, 78.3, 79.3, 82.3, 84.3, 86.4, 87.4, 88.4, 91.3, 92.3, 92.4, 93.3, 94.3, 94.4, 97.4, 98.4, 99.3, 99.4, 101.4, 102.3, 103.3, 103.4, 104.3, 104.4, 106.4, 113.4, 114.4, 116.4, 117.4, 118.4, 119.4, 121.4, 124.4</p> <p>Decoding C Enrichment Blackline Masters 80.12, 81.1, 81.2, 91.1...91.5, 92.1...92.3, 94.1, 96.1, 98.1...98.3, 107.1...107.3, 108.1, 108.2, 110.1, 116.10, 118.1, 121.1, 123.1...123.3</p> <p>Decoding C Core Resource Connections pp. 83...85, 86...87</p>