



# Alignment of Access Code to the Common Core Standards for English Language Arts

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Access Code is a blended approach to reading intervention designed for students in grades 1 and above who persistently struggle with reading comprehension and fluency due to an inability to quickly and automatically recognize words. Access Code either directly addresses or supports 98% of the Reading Standards for Foundational Skills. While Access Code directly addresses foundational reading skills, it also supports a subset of the Reading Standards for Literature and the Reading Standards for Informational Text as described in the Common Core Standards for English Language Arts. The teacher-facilitated instruction is designed to help students instantiate their new skills by integrating and applying them in the comprehension and fluency of connected text. While not all of the Common Core Standards for Informational Text and Literature are supported by the intervention, many of these standards are met through the classroom instruction facilitated by the teacher.

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# Reading: Foundational Skills

The following table summarizes the number of Reading: Foundational Skills Standards addressed by Access Code by grade level.

		Common Core Standards			
		Print Concepts	Phonological Awareness	Phonics	Fluency
Grade	Kindergarten	3 (of 4 standards)	5 (5)	4 (4)	1 (1)
	First	1 (1)	4 (4)	7 (7)	3 (3)
	Second	N/A	N/A	6 (6)	3 (3)
	Third	N/A	N/A	4 (4)	3 (3)
	Fourth	N/A	N/A	1 (1)	3 (3)
	Fifth	N/A	N/A	1 (1)	3 (3)

**Reading Standards: Foundational Skills  
Kindergarten**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(1) Print Concepts: Demonstrate understanding of the organization and basic features of print					
(A) Follow words from left to right, top to bottom, and page by page.	<b>1 to 24</b>	<b>3, 4</b>	<b>Level 3 – Read the Words</b> <b>Level 4 – Passages</b> <b>Level 4 – Read the Phrase</b>	<b>Daily reading of Poems and Passages, Lessons 1-3</b>	<b>Phrasing Lesson 3</b>
(B) Recognize that spoken words are represented in written language by specific sequences of letters.	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1 – Fill in the Blank</b> <b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word</b> <b>Level 3 – Spell the Word</b> <b>Level 3 – Fill in the Blank</b> <b>Level 3 – Read the Word</b>		<b>Decoding Lessons 1,2</b> <b>Syllabic Lesson 4</b> <b>Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Understand that words are separated by spaces in print.	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Make the Phrase Level 4 – Find the Phrase</b>		<b>Phrasing Lesson 3</b>
(D) Recognize and name all upper- and lowercase letters of the alphabet.					

**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(2) Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)					
(A) Recognize and produce rhyming words;	<b>1 to 24</b>	<b>1, 2</b>	<b>Level 1 – Find the Word Family Level 2 – Change the Word: Initial</b>		<b>Decoding Lessons 1, 2 Spelling Lesson 5</b>
(B) Count, pronounce, blend, and segment syllables in spoken words;	<b>1 to 24</b>	<b>5</b>	<b>Level 5 – Find the Syllable Level 5 – Make the Word Level 5 – Listen and Count Syllables</b>		<b>Syllabic Work Lesson 4</b>

**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Blend and segment onsets and rimes of single-syllable spoken words;	<b>1 to 24</b>	<b>1, 2</b>	<b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word: Initial</b>		<b>Decoding Lessons 1, 2</b>
(D) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words;	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1- Find the Word Family</b> <b>Level 2 – Change the Word: Initial</b> <b>Level 2 – Change the Word: Final</b> <b>Level 3 – Fill in the Blank</b> <b>Level 3 – Spell the Word</b>		<b>Decoding Lessons 1, 2</b>



**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(E) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	<b>1 to 24</b>	<b>1, 2</b>	<b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word: Initial</b> <b>Level 2 – Change the Word: Blend</b>		<b>Decoding Lessons 1, 2</b>
(3) Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words					

**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1 – Fill in the Blank: Initial</b> <b>Level 1 – Fill in the Blank: Final</b> <b>Level 2 – Change the Word: Initial</b> <b>Level 3 – Spell the Word</b>		<b>Decoding Lessons 1, 2</b> <b>Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(B) Associate the long and short sounds with common spellings (graphemes) for the five major vowels	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1 – Fill in the Blank: Vowel</b> <b>Level 2 – Change the Word: Blend</b> <b>Level 3 – Fill in the Blank</b> <b>Level 3 – Make Nonsense Words</b>		<b>Decoding Lessons 1, 2</b>

**Reading Standards: Foundational Skills  
Kindergarten cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is are do does)	<b>1 to 24</b>	<b>1, 2, 4, 5</b>	<b>Level 1 – Find the Word</b> <b>Level 2 – Change the Word</b> <b>Level 5 – Find the Word</b>	<b>Daily Reading Lessons 1-5</b>	<b>Decoding Lessons 1, 2</b>
(D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ	<b>1 to 24</b>	<b>2, 3</b>	<b>Level 2 – Change the Word: Initial</b> <b>Level 2 – Change the Word: Final</b> <b>Level 3 – Spell the Word</b>		<b>Decoding Lessons 1, 2</b>
(4) Fluency: Read emergent-reader texts with purpose and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Read the Phrase</b> <b>Level 4 – Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Daily Reading Lesson 1 Phrasing Lesson 3</b>

**Reading Standards: Foundational Skills  
Grade 1**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(1) Print Concepts: Demonstrate understanding of the organization and basic features of print					
(A) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Read the Phrase Level 4 – Find the Phrase</b>		<b>Phrasing Lesson 3</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

<b>Standard</b>		<b>Access Code</b>			
	<b>Scope and Sequence</b>	<b>Individualized Online Student Instruction</b>		<b>Teacher Facilitated Instructional Activities</b>	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(2) Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)					
(A) Distinguish long from short vowel sounds in spoken single-syllable words	<b>8, 9</b>	<b>1, 2, 3</b>	<b>Level 1 – Fill in the Blank Level 2 – Change the Word: Initial Level 3 – Spell the Word</b>		<b>Decoding Lessons 1, 2 Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

<b>Standard</b>		<b>Access Code</b>			
	<b>Scope and Sequence</b>	<b>Individualized Online Student Instruction</b>		<b>Teacher Facilitated Instructional Activities</b>	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(B) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends	<b>1 to 24</b>	<b>1, 2, 3, 5</b>	<b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word: Blend</b> <b>Level 3 – Fill in the Blank: Vowels</b>		<b>Decoding Lessons 1, 2 Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

<b>Standard</b>		<b>Access Code</b>			
	<b>Scope and Sequence</b>	<b>Individualized Online Student Instruction</b>		<b>Teacher Facilitated Instructional Activities</b>	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1 – Fill in the Blank Level 2 – Change the Word Level 3 – Make Nonsense Words</b>		<b>Decoding Lessons 1, 2 Spelling Lesson 5</b>



**Reading Standards: Foundational Skills  
Grade 1 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(D) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1 – Fill in the Blank</b> <b>Level 2 – Change the Word</b> <b>Level 3 – Spell the Word</b>		
(3) Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words					

**Reading Standards: Foundational Skills  
Grade 1 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(A) Know the spelling-sound correspondences for common consonant digraphs	3, 4, 10, 23, 24	1, 2, 3, 5	<b>Level 1 – Find the Word</b> <b>Level 2 – Change the Word</b> <b>Level 5 - Spelling</b>		<b>Decoding Lessons 1, 2</b> <b>Spelling Lesson 5</b>
(B) Decode regularly spelled one-syllable words	1 to 24	1, 2, 3	<b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word</b> <b>Level 3 – Spell the Word</b>		<b>Decoding Lessons 1, 2</b> <b>Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

<b>Standard</b>	<b>Access Code</b>				
	<b>Scope and Sequence</b>	<b>Individualized Online Student Instruction</b>		<b>Teacher Facilitated Instructional Activities</b>	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Know final –e and common vowel team conventions for representing long vowel sounds	<b>5, 6, 7, 8, 9</b>	<b>1, 2, 3, 5</b>	<b>Level 1 – Fill in the Blank Level 2 – Change the Word: Vowel Level 3 – Fill in the Blank Level 5 – Make the Word</b>		<b>Decoding Lessons 1, 2 Spelling Lesson 5</b>
(D) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	<b>1 to 24</b>	<b>5</b>	<b>Level 1 – Fill in the Blank: Vowel Level 5 – Find the Syllable Level 5 – Make the Word</b>		<b>Decoding Lessons 1, 2 Syllabic Work Lesson 4 Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(E) Decode two-syllable words following basic patterns by breaking the words into syllables	<b>1 to 24</b>	<b>1, 3, 5</b>	<b>Level 1 (Challenge) – Fill in the Blank Level 5 – Listen and Count Syllables</b>		<b>Syllabic Work Lesson 4</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	<b>1 to 24</b>	<b>4, 5</b>	<b>Level 4 – Read the Phrase</b> <b>Level 5 – Make the Word</b>		<b>Syllabic Work</b> <b>Lesson 4</b>
(G) Recognize and read grade-appropriate irregularly spelled words	<b>1 to 24</b>	<b>4, 5</b>	<b>Level 4 – Passages</b> <b>Level 5 – Find the Syllable</b>		<b>Decoding Lessons 1-2</b> <b>Syllabic Work</b> <b>Lesson 4</b>

**Reading Standards: Foundational Skills  
Grade 1 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(4) Fluency: Read with sufficient accuracy and fluency to support comprehension					
(A) Read on-level text with purpose and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lesson 4</b>
(B) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Daily Reading Lesson 3</b>
(C) Use context to confirm or self-correct word recognition and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4, 5</b>

**Reading Standards: Foundational Skills  
Grade 2**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(3) Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words					
(A) Distinguish long and short vowels when reading regularly spelled one-syllable words	<b>1- 9, 16</b>	<b>1, 2, 3</b>	<b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word: Vowel</b> <b>Level 3- Fill in the Blank</b>		<b>Decoding Lessons 1-2 Spelling Lesson 5</b>
(B) Know spelling-sound correspondences for additional common vowel teams	<b>1 to 24</b>	<b>1, 2, 3</b>	<b>Level 1 – Find the Word Family</b> <b>Level 2 – Change the Word: Vowel</b> <b>Level 3- Fill in the Blank</b>		<b>Decoding Lessons 1-2 Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Grade 2 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Decode regularly spelled two-syllable words with long vowels	<b>5-9, 14, 15</b>	<b>1, 3, 5</b>	<b>Level 1 (Challenge) – Fill in the Blank</b> <b>Level 3 – Spell the Word</b> <b>Level 5 – Make the Word</b>		<b>Decoding Lessons 1-2</b> <b>Syllabic Work</b> <b>Lesson 4</b> <b>Spelling Lesson 5</b>
(D) Decode words with common prefixes and suffixes	<b>1 to 24</b>	<b>5</b>	<b>Level 5 – Find the Syllable</b> <b>Level 5 – Make the Word</b>		<b>Decoding Lessons 1-2</b> <b>Spelling Lesson 5</b>
(E) Identify words with inconsistent but common spelling sound correspondences	<b>1 to 24</b>				<b>Decoding Lessons 1-2</b> <b>Spelling Lesson 5</b>



**Reading Standards: Foundational Skills  
Grade 2 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(F) Recognize and read grade-appropriate irregularly spelled words	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Read the Phrase</b> <b>Level 4 – Find the Phrase</b> <b>Level 4 - Passages</b>		<b>Phrasing Lesson 3</b> <b>Syllabic Work</b> <b>Lesson 4</b>
(4) Fluency: Read with sufficient accuracy and fluency to support comprehension					
(A) Read on-level text with purpose and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Foundational Skills  
Grade 2 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(B) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Phrasing Lesson 3 Daily Reading Lesson 3</b>
(C) Use context to confirm or self-correct word recognition and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Phrasing Lesson 3 Daily Reading Lesson 3</b>

**Reading Standards: Foundational Skills  
Grade 3**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(3) Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words					
(A) Identify and know the meaning of the most common prefixes and derivational suffixes	<b>1 to 24</b>	<b>4, 5</b>	<b>Level 4 – Read the Phrase</b> <b>Level 5 – Make the Word</b> <b>Level 5- Find the Syllable</b>		<b>Decoding Lessons 1-2</b> <b>Syllabic Work</b> <b>Lesson 4</b>
(B) Decode words with common Latin suffixes	<b>1 to 24</b>	<b>3, 4, 5</b>	<b>Level 1 (Challenge) – Fill in the Blank</b> <b>Level 3 – Read the Words</b> <b>Level 5 – Find the Syllable</b>		<b>Decoding Lessons 1-2</b> <b>Syllabic Work</b> <b>Lesson 4</b>

**Reading Standards: Foundational Skills  
Grade 3 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(C) Decode multi-syllable words	<b>1 to 24</b>	<b>3, 4, 5</b>	<b>Level 1 (Challenge) – Fill in the Blank Level 3 – Read the Words Level 5 – Find the Syllable</b>		<b>Decoding Lessons 1-2 Syllabic Work Lesson 4</b>
(D) Read grade-appropriate irregularly spelled words	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Read the Phrase Level 4 - Passages</b>		<b>Decoding Lessons 1-2</b>
(4) Fluency: Read with sufficient accuracy and fluency to support comprehension					
(A) Read on-level text with purpose and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Foundational Skills  
Grade 3 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(B) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Phrasing Lesson 3 Daily Reading Lesson 3</b>
(C) Use context to confirm or self-correct word recognition and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>		<b>Comprehension Lessons 4-5</b>

**Reading Standards: Foundational Skills  
Grade 4**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(3) Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words					
(A) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context	<b>1 to 24</b>	<b>1, 3, 5</b>	<b>Level 1 (Challenge) – Fill in the Blank</b> <b>Level 3 – Read the Words</b> <b>Level 5 – Listen and Count Syllables</b>		<b>Decoding Lessons 1-2</b> <b>Syllabic Work</b> <b>Lesson 4</b> <b>Spelling Lesson 5</b>

**Reading Standards: Foundational Skills  
Grade 4 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(4) Fluency: Read with sufficient accuracy and fluency to support comprehension					
(A) Read on-level text with purpose and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>
(B) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Phrasing Lesson 3 Daily Reading Lesson 3</b>
(C) Use context to confirm or self-correct word recognition and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 – Passages</b>		<b>Comprehension Lessons 4-5</b>

**Reading Standards: Foundational Skills  
Grade 5**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(3) Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words					
(A) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context	<b>1 to 24</b>	<b>1, 3, 5</b>	<b>Level 1 (Challenge) – Find the Word</b> <b>Level 3 – Fill in the Blank</b> <b>Level 5- Make the Word</b>		<b>Decoding Lessons 1-2</b> <b>Syllabic Work</b> <b>Lesson 4</b> <b>Spelling Lesson 5</b>



**Reading Standards: Foundational Skills  
Grade 5 cont.**

Standard	Access Code				
	Scope and Sequence	Individualized Online Student Instruction		Teacher Facilitated Instructional Activities	
		<i>5 Levels of Instruction (1-2 syllable words, multi-syllable words, phrases, passages)</i>	<i>Task Level Example</i>	<i>Whole Group</i>	<i>Small Group</i>
(4) Fluency: Read with sufficient accuracy and fluency to support comprehension					
(A) Read on-level text with purpose and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>
(B) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>	<b>Daily Reading Lessons 1-5</b>	<b>Phrasing Lesson 3 Daily Reading Lesson 3 Comprehension Lessons 4-5</b>
(C) Use context to confirm or self-correct word recognition and understanding	<b>1 to 24</b>	<b>4</b>	<b>Level 4 - Passages</b>		<b>Comprehension Lessons 4-5</b>

# Reading Standards for Literature

The following table summarizes the number of Reading Standards for Literature addressed by Access Code by grade level.

		<b>Common Core Standards</b>			
		Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<b>Grade</b>	Kindergarten	3 (of 3 standards)	3 (3)	1 (2)	1 (1)
	First	3 (3)	1 (3)	1 (2)	1 (1)
	Second	3 (3)	2 (3)	1 (2)	1 (1)
	Third	1 (3)	1 (3)	0 (2)	1 (1)
	Fourth	1 (3)	0 (3)	1 (2)	1 (1)
	Fifth	2 (3)	1 (3)	0 (2)	0 (1)

**Reading Standards: Literature  
Grade K**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. With prompting and support, retell familiar stories, including key details.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. With prompting and support, identify characters, settings, and major events in a story.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Literature  
Grade K cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Ask and answer questions about unknown words in a text.	<b>Vocabulary Lessons 1-5</b>	
5. Recognize common types of texts (e.g., storybooks, poems).	<b>Daily Reading Lessons 1-3</b>	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Daily Reading Lesson 1</b>	

**Reading Standards: Literature  
Grade K cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
8. (Not applicable to literature)		
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	<b>Daily Reading Lessons 1-5</b>	

**Reading Standards: Literature  
Grade 1**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. Describe characters, settings, and major events in a story, using key details.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Literature  
Grade 1 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Vocabulary Lesson 3</b>	
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
6. Identify who is telling the story at various points in a text.		
<b>Integration of Knowledge and Ideas</b>		
7. Use illustrations and details in a story to describe its characters, setting, or events.		

**Reading Standards: Literature  
Grade 1 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
8. (Not applicable to literature)		
9. Compare and contrast the adventures and experiences of characters in stories.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
<b>Range of Reading and Level of Text Complexity</b>		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>Daily Reading Lessons 1-5</b>	<b>Daily Reading Lesson 4</b>



**Reading Standards: Literature  
Grade 2**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
3. Describe how characters in a story respond to major events and challenges.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Literature  
Grade 2 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		<b>Comprehension Lessons 4-5</b>
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Daily Reading Lessons 4-5	<b>Daily Reading Lesson 3</b>

**Reading Standards: Literature  
Grade 2 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
8. (Not applicable to literature)		
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		

**Reading Standards: Literature  
Grade 2 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Literature  
Grade 3**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		

**Reading Standards: Literature  
Grade 3 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>Vocabulary Lessons 1-5</b>	
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
6. Distinguish their own point of view from that of the narrator or those of the characters.		

**Reading Standards: Literature  
Grade 3 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
8. (Not applicable to literature)		
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		

**Reading Standards: Literature  
Grade 3 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>Daily Reading Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>



**Reading Standards: Literature  
Grade 4**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
3. 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).		

**Reading Standards: Literature  
Grade 4 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		

**Reading Standards: Literature  
Grade 4 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		<b>Comprehension Lessons 4-5</b>
8. (Not applicable to literature)		
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		

**Reading Standards: Literature  
Grade 4 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Daily Reading Lessons 1-5</b>	

**Reading Standards: Literature  
Grade 5**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		<b>Comprehension Lessons 4-5</b>
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		<b>Comprehension Lessons 4-5</b>
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		

**Reading Standards: Literature  
Grade 5 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>Vocabulary Lessons 1-5</b>	
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		
6. Describe how a narrator's or speaker's point of view influences how events are described.		

**Reading Standards: Literature  
Grade 5 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		
8. (Not applicable to literature)		
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		

**Reading Standards: Literature  
Grade 5 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		



## Reading Standards for Informational Text

The following table summarizes the number of Reading Standards for Informational Text addressed by Access Code by grade level.

		<b>Common Core Standards</b>			
		Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<b>Grade</b>	Kindergarten	3 (of 3 standards)	2 (3)	1 (3)	1 (1)
	First	3 (3)	1 (3)	1 (3)	0 (1)
	Second	1 (3)	2 (3)	0 (3)	0 (1)
	Third	2 (3)	0 (3)	0 (3)	0 (1)
	Fourth	2 (3)	0 (3)	1 (3)	0 (1)
	Fifth	2 (3)	3 (3)	1 (3)	0 (1)
	Sixth	3 (3)	3 (3)	1 (3)	0 (1)

**Reading Standards: Informational Text  
Grade K**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. With prompting and support, identify the main topic and retell key details of a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Informational Text  
Grade K cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. With prompting and support, ask and answer questions about unknown words in a text.	<b>Vocabulary Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>
5. Identify the front cover, back cover, and title page of a book.		
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Daily Reading Lessons 1-3	

**Reading Standards: Informational Text  
Grade K cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		

**Reading Standards: Informational Text  
Grade K cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Informational Text  
Grade 1**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Identify the main topic and retell key details of a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Informational Text  
Grade 1 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Vocabulary Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		

**Reading Standards: Informational Text  
Grade 1 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Use the illustrations and details in a text to describe its key ideas.		
8. Identify the reasons an author gives to support points in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		



**Reading Standards: Informational Text  
Grade 1 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. With prompting and support, read informational texts appropriately complex for grade 1.		

**Reading Standards: Informational Text  
Grade 2**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		

**Reading Standards: Informational Text  
Grade 2 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>Vocabulary Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Daily Reading Lessons 1-3	Comprehension Lessons 4-5

**Reading Standards: Informational Text  
Grade 2 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
8. Describe how reasons support specific points the author makes in a text.		
9. Compare and contrast the most important points presented by two texts on the same topic.		

**Reading Standards: Informational Text  
Grade 2 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

**Reading Standards: Informational Text  
Grade 3**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		

**Reading Standards: Informational Text  
Grade 3 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .		
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
6. Distinguish their own point of view from that of the author of a text.		

**Reading Standards: Informational Text  
Grade 3 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
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).		
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
9. Compare and contrast the most important points and key details presented in two texts on the same topic.		



**Reading Standards: Informational Text  
Grade 3 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		

**Reading Standards: Informational Text  
Grade 4**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		

**Reading Standards: Informational Text  
Grade 4 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		

**Reading Standards: Informational Text  
Grade 4 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
8. Explain how an author uses reasons and evidence to support particular points in a text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		

**Reading Standards: Informational Text  
Grade 4 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

**Reading Standards: Informational Text  
Grade 5**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Informational Text  
Grade 5 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>Vocabulary Lessons 1-5</b>	<b>Comprehension Lessons 4-5</b>
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Informational Text  
Grade 5 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Daily Reading Lessons 1-3	Comprehension Lessons 4-5
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		



**Reading Standards: Informational Text  
Grade 5 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		

**Reading Standards: Informational Text  
Grade 6**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Key Ideas and Details</b>		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>Daily Reading Lessons 1-3</b>	<b>Comprehension Lessons 4-5</b>

**Reading Standards: Informational Text  
Grade 6 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>Daily Reading Lessons 1-3</b>	
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>Daily Reading Lessons 1-3</b>	Comprehension Lessons 4-5
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>Daily Reading Lessons 1-3</b>	Comprehension Lessons 4-5

**Reading Standards: Informational Text  
Grade 6 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Integration of Knowledge and Ideas</b>		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Daily Reading Lessons 1-3	Comprehension Lessons 4-5
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		

**Reading Standards: Informational Text  
Grade 6 cont.**

<b>Standard</b>	<b>Access Code Teacher Facilitated Instructional Activities</b>	
	<i>Whole Group</i>	<i>Small Group</i>
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		