

Istation Reading Curriculum
Correlated to
English Language Arts
Puerto Rico Core Standards

Grades K-5



Istation

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Istation ELAR Reading Curriculum Kindergarten

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

1 = Listening (LI) 4 = Writing (W)
 2 = Speaking (SP) 5 = Language (LA)
 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Building on Others' Knowledge skills to: i. Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations. (PRCS: K.L.1) ii. Ask and answer basic instructions and routine questions appropriate to the topic. (PRCS: K.L.1a) iii. Interact in a socially appropriate manner through eye contact and gestures. (PRCS: K.L.1b)	PK - 7	<i>All Book Activities [K.L.1] through [K.L.1f]</i>	✓				
		SBTR	<i>Teacher Resources Lessons: ISIP – Kindergarten Listening Comprehension for Tiers 1, 2, and 3. [K.L.1] through [K.L.1d], [K.L.1f]</i>	✓				
		SBTR	<i>Foundations: Lesson 1 – Listening to Sounds. Phonological awareness of familiar classroom objects. [K.L.1] through [K.L.1d], [K.L.1f]</i>	✓				
		SBTR	<i>Comprehension: Lesson 34 – Setting [K.L.1] through [K.L.1d], [K.L.1f]</i>	✓				
		SBTR	<i>Foundations: Lesson 9 – Rhyming Identification. Phonological awareness of rhyme in books, stories, and</i>	✓				

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	iv. Listen and respond to simple commands and 2-step instructions and directions. (PRCS: K.L.1c) v. Offer and respond to greetings/farewells using appropriate courtesy expressions. (PRCS: K.L.1d) vi. Listen and participate in simple rhymes, songs, chants, etc. (PRCS: K.L.1e) vii. Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language. (PRCS: K.L.1f)		<i>poems.</i> <i>[K.L.1] through [K.L.1e]</i> <i>Foundations: Lesson 10 – Generating Rhymes. Phonological awareness of rhyme using print and pictures.</i> <i>[K.L.1] through [K.L.1f]</i>						
(2) Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.									

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				1	2	3	4	5
2A	Evaluate Information and Respond Effectively to: <ul style="list-style-type: none"> i. Engage in conversations and relate personal experience or story information by asking and answering simple <i>yes-no</i> and <i>wh-</i> questions using gestures, words, and simple phrases. (PRCS: K.S.1) 	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [K.S.1] through [K.S.2b] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Mac and Cam, Pam and Cam, The Maps</i> [K.S.1] through [K.S.2b]		✓			
		2	<i>Read-Alouds: Pam and the Cap, The Act, Where is Coco?</i> [K.S.1] through [K.S.2b] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>Word Families/ Rhyming</i> <i>TR Blending Beginning/ Middle/ Ending</i> <i>Sounds with Letters</i> [K.S.1] through [K.S.2b]		✓			

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	others. (PRCS: K.S.2a) iv. Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc. (PRCS: K.S.2b)	3	<i>Letter Sound Block: ROND (see Cycle 1)</i> <i>Read-Alouds: The Garden Trail, Snails in a Pail, Lamps, Cal and Clam</i> <i>Comprehension Book: Trips with My Family [K.S.1] through [K.S.2b]</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Vowel Song, Short o</i> <i>In Context Reading with Short o Vowel Song, Long A /ai/</i> <i>In Context Reading with long A /ai/ Vowel Song, Long O /oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Word Masters Book - The Lost Island, Spelling: short o, a, long A /ai/ and long O /oa/, ending -nd, and -st</i> <i>Comprehension Book: Trips With My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads are Lost, In the Rain</i> <i>Letter Recognition Game</i>		✓				

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				1	2	3	4	5
			<i>[Pick That Letter]</i> <i>TR Blending Beginning/Middle/ Ending sounds with Letters</i> <i>[K.S.1] through [K.S.2b]</i>					
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> <i>[K.S.1] through [K.S.2b]</i> <i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> <i>HFW Book: My Hands and Feet</i> <i>Comprehension Book: In the Sand</i> <i>[K.S.1] through [K.S.2b]</i>		✓			
		5	<i>Comprehension Books: Pat's Cat, Rain Drops, Surprise!, Pals</i> <i>Decodable Books: Late for the Game, I Rode Home</i> <i>[K.S.1] through [K.S.2b]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Books: I Rode Home, A Cute</i>		✓			

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			<i>Mule, Time to Ride My Mule, The Dunes [K.S.1] through [K.S.2b]</i>					
		6	<i>Comprehension Book: Pets - Fish, Main Idea Decodable Books: Time to Ride [K.S.1] through [K.S.2b] Decodable Books: The Dunes FW Book: Where Is Jane? [K.S.1] through [K.S.2b]</i>		✓			
		7	<i>Comprehension Book: Where Will They Ride?, Just the Right Thing HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard [K.S.1] through [K.S.2b] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.S.1] through [K.S.2b]</i>		✓			
		CBTR 5	<i>Lesson 18 Passage Reading: Prosody [K.S.2]</i>		✓			

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		CBTR 5	<i>Lessons 18: Passage Reading - Prosody [RL.K1.3]</i>		✓			
		CBTR 7-9	<i>Lesson 15: Passage Reading - Prosody</i> <i>Lesson 16: Passage Reading - Prosody</i> <i>Lesson 21: Passage Reading - Prosody</i>		✓			
2B	Use Key Ideas, Details, and Language skills to: i. React to conversations, text, and oral presentations orally and using physical actions and other means of nonverbal communication to show comprehension (e.g., to express feelings, opinions, etc.). (PRCS: K.S.3) ii. Offer opinions about a topic or text using	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap [K.S.3] through [K.S.6b]</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Mac and Cam, Pam and Cam, The Maps [K.S.3] through [K.S.6b]</i>		✓			
		2	<i>Read-Alouds: Pam and the Cap, The Act, Where is Coco? [K.S.3] through [K.S.6b]</i>		✓			

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iii.	simple single word or short phrase answers with respect and tolerance. (PRCS: K.S.4)		<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco? Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i>					
	Produce simple statements or beliefs using sentence starters or language models. (PRCS: K.S.4a)		<i>Word Families/ Rhyming TR Blending Beginning/ Middle/ Ending Sounds with Letters [K.S.4], [K.S.6b]</i>					
iv.	Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language. (PRCS: K.S.5)	3	<i>Letter Sound Block: ROND (see Cycle 1) Read-Alouds: The Garden Trail, Snails in a Pail, Lamps, Cal and Clam Comprehension Book: Trips with My Family [K.S.3] through [K.S.6b]</i>		✓			
v.	Plan and deliver brief oral presentations on a variety of familiar topics. (PRCS: K.S.6)		<i>HFW Book: On the Dot BPA: Lamps Vowel Song, Short o</i>					
vi.	Retell simple events in		<i>In Context Reading with Short o Vowel Song, Long A /ai/</i>					

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	a proper sequence, and describe familiar activities, topics, or objects in group sharing activities using gestures, key vocabulary, and simple phrases. (PRCS: K.S.6a) vii. Recite, memorize, or present simple rhymes, poems, or songs. (PRCS: K.S.6b)		<i>In Context Reading with long A /ai/ Vowel Song, Long O /oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Word Masters Book - The Lost Island, Spelling: short o, a, long A /ai/ and long O /oa/, ending -nd, and -st</i> <i>Comprehension Book: Trips With My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads are Lost, In the Rain</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>TR Blending Beginning/Middle/ Ending sounds with Letters [K.S.3] through [K.S.6b]</i>						
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team [K.S.3], [K.S.4], [K.S.6], [K.S.6a]</i>		✓				

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			<i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> <i>HFW Book: My Hands and Feet</i> <i>Comprehension Book: In the Sand</i> [K.S.3] through [K.S.6b]					
		5	<i>Comprehension Books: Pat's Cat, Rain Drops, Surprise!, Pals</i> <i>Decodable Books: Late for the Game, I Rode Home [RL1.K1.2], [RL.K1.4]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Books: I Rode Home, A Cute Mule, Time to Ride My Mule, The Dunes</i> [K.S.5] through [K.S.6b]		✓			
		6	<i>Comprehension Book: Pets - Fish, Main Idea</i>		✓			

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			<i>Decodable Books: Time to Ride [K.S.5] through [K.S.6b]</i> <i>Decodable Books: The Dunes</i> <i>FW Book: Where Is Jane? [K.S.5] through [K.S.6b]</i>					
		7	<i>Comprehension Book: Where Will They Ride?, Just the Right Thing</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard [K.S.3] through [K.S.6b]</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.S.3] through [K.S.6b]</i>		✓			
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody [K.S.3]</i>		✓			
		CBTR 7	<i>Lesson 16 : Passage Reading – Prosody [K.S.3]</i>		✓			

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				1	2	3	4	5
(3) Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.								
3A	Use Craft and Structure to: i. Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a variety of read-aloud texts and viewing of multimedia with substantial support. (PRCS: K.R.1) ii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (PRCS: K.R.2) iii. Identify key details in a story read aloud.	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Clem the Clown and Tim the Dog, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [K.R.1], [K.R.2L] through [K.R.4L] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, The Maps</i> [K.R.1], [K.R.3I]			✓		
		2	<i>Read-Alouds: Pam and the Cap, The Act</i> [K.R.1] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.R.1], [K.R.2L] through [K.R.4L]			✓		

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	iv. (PRCS: K.R.2L) Identify key details of an informational text read aloud.	3	<i>Read-Alouds: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [K.R.1] through [K.R.3]			✓		
	v. (PRCS: K.R.2I) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.							
	vi. (PRCS: K.R.3) Identify characters, settings, and major events in a story that is read aloud.	4	Decodable Books: Jean and Dean, Meg and the Hens, The Green Team [K.R.1] through [K.R.3I]			✓		
	vii. (PRCS:K.R.3L) Identify individuals, events, ideas, or pieces of information in an informational text.							
viii. (PRCS:K.R.3I) Interpret words and phrases as they are used in a text, including determining technical, connotative,	5	<i>Alphabet Song</i> <i>Literacy Acquisition Theater, Letter Recognition Room, Sound Recognition Activities, Letter Sound Room</i>			✓			

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ix.	and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS:K.R.4) Ask and answer questions about unknown words in a literary text and use illustrations to determine the meaning of unknown words. (PRCS:K.R.4L)		<i>Read-Aloud Books: Pat's Cat, Raindrops, Surprise! Pals</i> [K.R.4L], [K.R.4I] <i>Sound/Symbol Correspondence Activities</i> [K.R.4]					
		6	<i>Read-Aloud Books: Jen and Her New Friends, A Special Delivery for Dusty, In the Sand</i> <i>Comprehension Book: Pets - Fish</i> [K.R.4L], [K.R.4I]			✓		
		7	<i>Read-Aloud Books: Where Will They Ride? Fun at the Pond</i> [K.R.4L], [K.R.4I]			✓		
x.	Ask and answer questions about unknown words in an informational text and use illustrations to determine the meaning of unknown words. (PRCS:K.R.4I)							

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		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.R.1] through [K.R.4I]			✓		
3B	Use Point of View and Text Structure to: <ul style="list-style-type: none"> i. Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book. (PRCS:K.R.5) ii. Name the author and illustrator of a story and define the role of each in telling the story. 	PK	<i>Interactive Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and the Cap, Sam Has Mail, Clem the Clown and Tim the Dog, The Maps, Lamps, Fun With Friends, The Cleaning Attack, The Yellow Pin, Pat’s Cat, Raindrops, Surprise!, Pals</i> [K.R.5] through [K.R.9I]			✓		
		SBTR	<i>Read-Aloud Books: A Special Delivery for Dusty, Surprise! Lamps, Dusty the Dog and Coco the Cat, Pals, The Yellow Pin, In the Sand, Raindrops, Mac and Cam, Pam and the Cap, Sam has Mail</i>			✓		

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			<i>[K.R.5] through [K.R.9I]</i>			✓		
	iii. Use illustrations (<i>picture cues</i>) to identify story details and categorize similarities and differences between characters and details within nursery rhymes and folk tales. (PRCS:K.R.6)	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[K.R.9]</i>			✓		
	iv. Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS:K.R.7)		<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[K.R.7]</i>					
	v. Identify the adventures and experiences of characters in familiar stories. (PRCS:K.R.9)							
	vi. Identify basic similarities in and differences between two informational	2	<i>Read-Alouds: Pam and the Cap, The Act, Where is Coco?</i> <i>[K.R.5] through [K.R.9I]</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i>			✓		

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	texts on the same topic (e.g., in illustrations, descriptions, or procedures). (PRCS:K.R.9I)		<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>Word Families/ Rhyming</i> <i>TR Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.R.5] through [K.R.9I]</i>					
3		<i>Letter Sound Block: ROND (see Cycle 1)</i> <i>Read-Alouds: The Garden Trail, Snails in a Pail, Lamps, Cal and Clam</i> <i>Comprehension Book: Trips with My Family</i> <i>[K.R.5] through [K.R.9I]</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Vowel Song, Short o</i> <i>In Context Reading with Short o Vowel Song, Long A /ai/</i> <i>In Context Reading with long A /ai/</i> <i>Vowel Song, Long O /oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Word Masters Book - The Lost Island,</i> <i>Spelling: Short o, a, Long A /ai/ and</i>			✓			

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			<p>long O /oa/, ending -nd, and -st</p> <p>Comprehension Book: <i>Trips With My Family</i></p> <p>Decodable Books: <i>Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads are Lost, In the Rain</i></p> <p>Letter Recognition Game [Pick That Letter]</p> <p>TR Blending Beginning/Middle/ Ending sounds with Letters [K.R.5] through [K.R.9I]</p>					
		4	<p>Decodable Books: <i>Jean and Dean, Meg and the Hens, The Green Team 5</i></p> <p>Decodable Books: <i>The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i></p> <p>HFW Book: <i>My Hands and Feet</i></p> <p>Comprehension Book: <i>In the Sand</i> [K.R.5] through [K.R.9I]</p>			✓		
		5	<p>Comprehension Books: <i>Pat's Cat, Rain Drops, Surprise!, Pals</i></p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Decodable Books: Late for the Game, I Rode Home [K.R.5], [K.R.7]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Books: I Rode Home, A Cute Mule, Time to Ride My Mule, The Dunes [K.R.5] through [K.R.9I]</i>					
		6	<i>Comprehension Book: Pets - Fish, Main Idea</i> <i>Decodable Books: Time to Ride [K.R.5] through [K.R.9I]</i> <i>Decodable Books: The Dunes</i> <i>FW Book: Where Is Jane? [K.R.5] through [K.R.9I]</i>			✓		
		7	<i>Comprehension Book: Where Will They Ride?, Just the Right Thing</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard [K.R.5] through [K.R.9I]</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice,</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

1 = Listening (LI) 4 = Writing (W)
 2 = Speaking (SP) 5 = Language (LA)
 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>The Oatmeal Man, The Big Game</i> [K.R.5] through [K.R.9I]					
		CBTR 5	<i>Passage Reading: Prosody</i> [K.R.6]			✓		
		CBTR 7	<i>Passage Reading: Prosody</i> [K.R.6]			✓		
3C	Use Informational and Foundational Texts to:	0	<i>Rhyming Book: Time To Rhyme</i> [K.R.10]			✓		
	i. Actively engage in group read- alouds of nursery rhymes, folk tales, and developmentally-appropriate poetry with purpose and understanding. (PRCS:K.R.10)	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.10] through [FS.11c]			✓		
	ii. Recognize sounds (phonemes), syllables, and spoken words. (PRCS:K.R.FS.11)		<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) Vowel Song, Short a</i>					
	iii. Recognize, generate, and produce rhyming words, including nonsense words.							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iv. (PRCS:K.R.FS.11a) Identify syllables through actions (e.g., clapping). v. (PRCS:K.R.FS.11b) Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays. (PRCS:K.R.FS.11c)		<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.FS.11] through [FS.11c] <i>Read-Aloud Book: Dusty the Dog and Coco the Cat</i> <i>Read-Alouds: Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Vowel Song, Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.10] <i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i>					

Istation ELAR Reading Curriculum Kindergarten

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[K.R.FS.11] through [FS.11c]					
		CBTR 1	<i>Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>HFW: and, has, see, the Vowel Song, Short a Vowel Short a Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>Beginning Sounds: /m/, /p/, /k/</i> <i>Beginning Sounds with Letters m, p, c</i> <i>Ending Sounds: /m/, /p/, /k/</i> <i>Ending Sounds with Letters m, p, c</i> <i>Vowel Sound /a/</i> <i>Vowel Sound /a/ and letter a Blend</i> <i>Sounds to Read Words Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs:</i> <i>and, the, see, has</i> [K.R.FS.11] through [FS.11c]			✓		
		CBTR 2	<i>Identify Nonsense and Real Words</i> <i>Beginning Sounds: /t/, /s/, /l/</i> <i>Beginning Sounds with Letters t,s,l</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p>Ending Sounds: /t/, /s/, /l/ Ending Sounds with Letters t,s,l Vowel Sound /i/ Vowel Sound /i/ and Letter i Vowel Sounds and Letters /a/ and /i/ Ending Blend /-mp/ Ending Blend /-st/ Blending Beginning/ Middle/ Ending Sounds with Letters Blend Sounds with Letters t, l, s, l Blend Sounds with Letters to Read Words Read CVC Words with Short i Rhyming Phonograms Rapid Letter and Word Naming Read Sentences with HFWs: this, is, his, go Spelling with Short /a/ and short /i/ Reading for Meaning</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words (HFW): go, his, is, this Vowel Song, Short a</p>					

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- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Vowel Song, Short i Vowel Short a</i> <i>Blending with Short a</i> <i>In Context Reading with short a</i> <i>Vowel Short i</i> <i>Blending with Short i</i> <i>In Context Reading with short i</i> <i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] Rapid Sound Symbol</i> <i>Game [Free Fall]</i> <i>Decodable Books: Pam and Cam, Pip</i> <i>and His Lips, See Sam Sit, Tim and</i> <i>Sam, Sam Tips the Lamp</i> <i>[K.R.FS.11] through [FS.11c]</i>					
		CBTR 3	<i>Beginning Sounds: /r/, /n/, /d/</i> <i>Beginning Sounds with Letters r, n, d</i> <i>Ending Sounds: /r/, /n/, /d/</i> <i>Ending Sounds with Letters r, n, d</i> <i>Vowel Sound /o/</i> <i>Vowel Sound /o/ and Letter o</i> <i>Vowel Sounds and Letters /i/ and /o/</i> <i>Blending Beginning/Middle/ Ending</i> <i>Sounds with Letters</i> <i>Blend Sounds with Letters to Read</i> <i>Words</i> <i>Vowel Sound /A/</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p>Vowel Sound with Letters /ai/ Vowel Sound with Letters /oa/ Read Words with Vowel Sound /oa/ Phoneme Substitution, Middle Sound Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More Practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Read Sentences with HFWs: they, you, are, here Spelling with s-blend and short /o/ Spelling Long A /ai/ and Long O /oa/ Reading for Meaning</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ROND HFW words: they, you, are, here BPA: Lamps Word Families/ Rhyming Onset Rime/ Build Word Families Game</p>					

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>[machine game] Vowel Song, Short o</i> <i>Vowel short o</i> <i>Blending with Short Vowel o</i> <i>In Context Reading with Short o</i> <i>Vowel Song, Long A /ai/ Vowel Long A,</i> <i>/ai/ Blending long A /ai/</i> <i>In Context Reading with long A /ai/</i> <i>Vowel Song, Long O /oa/</i> <i>Vowel Long O /oa/ Blending Long O</i> <i>/oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Consonant Blends (sl, st, sp, sn) Teach</i> <i>Rapid Sound Symbol Game [Free Fall]</i> <i>Decodable Books: Dots and Spots,</i> <i>Snails in a Pail, The Toast in the Road,</i> <i>Stan the Man, The Toads Are Lost, In</i> <i>the Rain</i> <i>[K.R.FS.11] through [FS.11c]</i></p>					
		CBTR 4	<p><i>Beginning Sounds: /f/, /g/, /h/</i> <i>Beginning Sounds with Letters f, g, h</i> <i>Ending Sounds: /f/, /g/</i> <i>Ending Sounds with Letters f, g</i> <i>Vowel Sound /e/</i> <i>Vowel Sound /e/ and letter e</i> <i>Vowel Sounds /o/ and /e/</i></p>			✓		

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Vowel Sound /E/</i> <i>Vowel Sound with Letters /ee/, /ea/</i> <i>Vowel Sound with Letters /ee/, /ea/, More Practice Read Words with Vowel Sounds /ee/, /ea/ Phoneme Middle Sound</i> <i>Beginning Blends cl-, fl-, gl-</i> <i>Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs with, my, where, to</i> <i>Spelling with Short /e/ and Blends</i> <i>Spelling Long E with /ee and /ea/</i> <i>Reading for Meaning</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities FEHG HFW words: with, my, where, to</i> <i>Vowel Song, Short e Vowel Short e</i> <i>Blending short e</i>					

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>In Context Reading with Short e Vowel Song, Long E Vowel Long E Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall] Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.R.FS.11] through [FS.11c]</i>					
		CBTR 5	<i>Beginning Sounds; /b/, /j/, /w/ Beginning Sounds with Letters b, w, j, u Ending Sound /b/, Review /m/ Ending Sounds, Letters b, Review m, n, g Vowel Sound /u/ Vowel Sound /u/ and Letter u Blending Beginning/Middle/Ending Sounds with Letters Vowel Sound, Silent e, pattern a_e Vowel Sound, Silent e, pattern o_e Blend Sounds and letters to Read</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Words</i> <i>Beginning Blends sm-, bl-, br-</i> <i>Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs what, said, her, for</i> <i>Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning</i></p> <p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFWs: what, said, her, for</i> <i>Vowels Song, Short u Vowel Short u Blending Short u</i> <i>Vowel Song, Long A /a_e/ Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/</i> <i>Vowel Song, Long O /o_e/ Vowel Long O /o_e/ Blending Long O /o_e/</i></p>					

Istation ELAR Reading Curriculum Kindergarten

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Reading Standard Strands

- 1 = Listening (LI)
- 2 = Speaking (SP)
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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>In Context Reading with Long O /o_e/ Short Vowel Review (a, e, i, o, u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game-HFW] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.R.FS.11] through [FS.11c]</i>					
		CBTR 6	<i>Beginning Sounds: /z/, /v/, /y/ Beginning Sounds with letters z, k, v, y Ending Sound: /v/, /z/ Ending Sounds, Letters z, y, review Read and Spell Words with Short Vowel Sounds Blending Beginning/Middle/Ending Sounds with Letters Long Vowel Sound /I/, /U/ Vowel Sound, Silent e, Letter Patterns i_e, u_e Blend Sounds with Letters to Read and Spell Words Beginning and Ending Blends sc, sk, scr Rhyme Phonograms, Long Vowels, Silent e</i>			✓		

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- 1 = Listening (LI)
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- 4 = Writing (W)
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs was, that, from, she</i> <i>Spelling CVCe with i_e, and u_e</i> <i>Reading for Meaning</i></p> <p><i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ZKVY HFWs: was, that, from, she</i> <i>Vowel Song, Long I /i_e/ Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Song, Long U /u_e/ Vowel Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr) Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game [Virus Game-HFW] Decodable Books: Time to Ride, A Cute</i></p>					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [K.R.FS.11] through [FS.11c]					
		CBTR 7	<i>Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q</i> <i>Soft C as /s/ Soft G as /j/</i> <i>Open Syllables (me, go, by) Bossy R - ar, as in star and farm Phonogram -are as in care</i> <i>Bossy R -or as in core, -ore as in more</i> <i>Beginning Blends squ, sw, tw</i> <i>Compound Words</i> <i>Rapid Letter and Word Naming</i> <i>Read HFWs</i> <i>Passage Reading: Prosody</i> <i>Spelling Words with -ar, -are, -or, -ore</i> <i>Spelling Words with Soft c and Soft g</i> <i>Spelling Compound Words</i> <i>Reading for Meaning</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p>Activities QX HFWs: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall] Rapid Word Naming Game [Virus Game-HFW] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.R.10] through [FS.11c]</p>					
		SBTR	<p>Letter Sound Discrimination Letter Sound Picture Match, Beginning Sound Letter Sounds: Matching Characters with Pictures Letter Sounds Identification Letter Sounds Matching Game [K.R.10] through [FS.11c]</p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
3D	Use Phonological/Phonemic Awareness to: <ul style="list-style-type: none"> i. Know and apply phonics and word analysis skills to decode words. (PRCS:K.R.FS.12) ii. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and consonant sounds. (PRCS:K.R.FS.12a) iii. Identify vowels and consonants; associate the sounds. (PRCS:K.R.FS.12b) 	1	<p><i>Foundations Books: Jen and Her New Friends, Cal and the Clam, Pals, The Cleaning Attack, Lamps, In the Sand, The Act, Raindrops</i> [K.R.FS.12], [K.R.FS.12a], [K.R.FS.12b]</p> <p><i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.FS.12a]</p> <p><i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.FS.12], [K.R.FS.12a], [K.R.FS.12b]</p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		2	<p><i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.R.FS.12a]</p> <p><i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.R.FS.12a], [K.R.FS.12b]</p>			✓		
		3	<p><i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps Word Masters Book: The Lost Island</i> <i>Comprehension Book:</i></p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Trips with My Family</i> [K.R.FS.12] <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> [K.R.FS.12], [K.R.FS.12a] <i>BPA: Lamps</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [K.R.FS.12a]					
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Escape</i></p> <p><i>Comprehension Books: In the Sand, Characters</i></p> <p><i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i></p> <p><i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i></p> <p>[K.R.FS.12], [K.R.FS.12a], [K.R.FS.12b]</p> <p><i>HFW Book: My Hands and Feet</i></p> <p><i>Comprehension Book: In the Sand</i></p> <p>[K.R.FS.12], [K.R.FS.12a]</p>					
		5	<p><i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i></p> <p><i>HFW Book: The Bun for Us</i></p> <p><i>BPA: Pets - Snakes</i></p> <p><i>Comprehension Book: Where Will They Ride?</i></p> <p><i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i></p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p>[K.R.FS.12], [K.R.FS.12a]</p> <p><i>Read-Aloud Books: Pat’s Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [K.R.FS.12], [K.R.FS.12a]</p>					
		6	<p><i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets – Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [K.R.FS.12], [K.R.FS.12a]</p>			✓		

Istation ELAR Reading Curriculum Kindergarten

Legend: Puerto Rico Core Standards for English Language Arts

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		7	<p><i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.R.FS.12], [K.R.FS.12a], [K.R.FS.12b]</p>			✓		
		SBTR	<p><i>Phonics: Lesson 5 – Letter Sound Discrimination; Lesson 6 – Letter Sound Picture Match, Beginning Sound; Lesson 7 – Letter Sounds, Matching Characters with Pictures</i> [K.R.FS.12], [K.R.FS.12a], [K.R.FS.12b]</p>			✓		
3E	Use Print Concepts to: i. Recognize the organization and basic features of print.) (PRCS:K.R.FS.13)	0	<i>Rhyming Book: Time To Rhyme</i> (PRCS:K.R.FS.13b)			✓		
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. Follow words from left to right, top to bottom, and page by page. (PRCS:K.R.FS.13a) iii. Recognize that spoken words are represented in written language by specific sequences of letters. (PRCS:K.R.FS.13b) iv. Recognize and name all upper- and lowercase letters of the alphabet. (PRCS: K.R.FS.13c)		<i>Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.FS.13] <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) Vowel Song, Short a</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.FS.13a] <i>Read-Aloud Book: Dusty the Dog and Coco the Cat</i>					

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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Read-Alouds: Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Vowel Song, Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.R.FS.13b]</p> <p><i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> [K.R.FS.13b], [K.R.FS.13c]</p>					
		2	<p><i>Read-Alouds: Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.R.FS.13a]</p> <p><i>Alphabet Song</i></p>			✓		

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- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) TISL Vowel Song, Short a Vowel Song, Short i In Context Reading with Short a In Context Reading with Short i Letter Recognition Game [Pick That Letter] Read-Alouds: Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.R.FS.13c]</i></p> <p><i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed</i></p>					

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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Wormer] Letter Recognition Game [Pick That Letter] [K.R.FS.13c]</i>					
		3	<i>Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW BRead-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rainook: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.R.FS.13]</i>			✓		

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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) ROND Vowel Song, Short o In Context Reading with Short o Vowel Song, Long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Letter Recognition Game [Pick That Letter]</i> <i>Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In</i></p>					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>the Rain [K.R.FS.13a]</i> <i>BPA: Lamps</i> <i>Vowel Song, Short o Vowel Song, Long A /ai/ Vowel Song, Long O /oa/</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[K.R.FS.13c]</i></p> <p><i>Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Lamps</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[K.R.FS.13c]</i></p>					
		4	<p><i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i></p>			✓		

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Comprehension Book: In the Sand, Characters</i></p> <p><i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i></p> <p>[K.R.FS.13]</p> <p><i>Alphabet Song</i></p> <p><i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i></p> <p><i>Boom Train Song (Beg., Mid. End Sounds) FEHG Vowel Song, Short e In Context Reading with Short e Vowel Song, Long E In Context Reading with Long E /ee/, /ea/ Letter Recognition Game [Pick That Letter]</i></p> <p><i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i></p> <p><i>HFW Book: My Hands and Feet</i></p> <p><i>BPA: Where Is Coco?</i></p> <p><i>Word Masters Book: The Great Pig</i></p>					

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- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Escape</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [K.R.FS.13a]</p> <p><i>Vowel Song, Short e</i> <i>Vowel Song, Long E</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [K.R.FS.13b]</p> <p><i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [K.R.FS.13c]</p>					

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		5	<p><i>Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride? Sequence</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [K.R.FS.13]</p> <p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) BUJW Vowels Song, Short u Vowel Song, Long A /a_e/ In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel review) Letter Recognition Game [Pick</i></p>			✓		

Istation ELAR Reading Curriculum Kindergarten

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- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>That Letter]</i> <i>Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride? Sequence</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[K.R.FS.13b]</i></p> <p><i>Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[K.R.FS.13b], [K.R.FS.13c]</i></p> <p><i>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed</i></p>					

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- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Wormer] Letter Recognition Game [Pick That Letter] [K.R.FS.13c]</i>					
		6	<i>Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Books: Pets - Fish, Time to Ride Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.R.FS.13] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) ZKVY Vowel Song, Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Song, Long U /u_e/</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

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Reading Standard Strands

- 1 = Listening (LI)
- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Letter Recognition Game [Pick That Letter] Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish, Main Idea Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.R.FS.13a]</i></p> <p><i>Vowel Song, Long I /i_e/ Vowel Song, Long U /u_e/ Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [LAFS.K.RF.1.1c]</i></p> <p><i>Letter Formation (ZKVY) Letter Recognition Activities Letter</i></p>					

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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.R.FS.13c]</i>					
		7	<i>Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.R.FS.13] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i>			✓		

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- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Boom Train Song (Beg., Mid. End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review</i></p> <p><i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i></p> <p><i>HFW Book: Hide and Seek</i></p> <p><i>BPA: Mr. Grump and the Beautiful Yard</i></p> <p><i>Letter Recognition Game [Pick That Letter]</i></p> <p><i>Word Masters Book: The Case of the Haunted Barn</i></p> <p><i>Comprehension Book: Just the Right Size, Compare and Contrast</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.R.FS.13a]</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i></p>					

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- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>[K.R.FS.13c]</i> <i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[K.R.FS.13c]</i>					
		CBTR 1	<i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> <i>[K.R.FS.13c]</i>			✓		
		CBTR 2	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.R.FS.13a]</i> <i>Letter Name Recognition: Tt, Ii, Ss, Ll Cc</i> <i>[K.R.FS.13c]</i>			✓		
		CBTR 3	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.R.FS.13a]</i> <i>Letter Name Recognition: Rr, Oo, Nn, Dd</i> <i>[K.R.FS.13c]</i>			✓		

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- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 4	<i>Blending Beginning/ Middle/ Ending Sounds with Letters [K.R.FS.13a]</i> <i>Letter Name Recognition: Ff, Ee, Hh, Gg [K.R.FS.13c]</i>			✓		
		CBTR 5	<i>Blending Beginning/ Middle/ Ending Sounds with Letters [LAFS.K.RF.1.1a]</i> <i>Letter Name Recognition: Bb, Uu, Jj, Ww [K.R.FS.13c]</i>			✓		
		CBTR 6	<i>Blending Beginning/Middle/Ending sounds with Letters [K.R.FS.13a]</i> <i>Letter Name Recognition: Zz, Kk, Vv, Yy [K.R.FS.13c]</i>			✓		
		SBTR	<i>Letter Discrimination</i> <i>Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification</i>			✓		

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- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[K.R.FS.13b], [K.R.FS.13c]					
(4) Writing allows students to effectively express ideas in various modes for a variety of purposes and audiences.								
4A	Use Modes and Forms of the Writing Process to: i. Use a combination of drawing and labeling to express preferences and opinions (e.g., <i>My favorite book is...</i>). (PRCS: K.W.1) ii. Use a combination of drawing and labeling to compose short informational texts to name what they are writing about and supply some information about the topic. (PRCS: K.W.2) iii. Use a combination of drawing and labeling	CBTR 2	<i>Lesson 3 – Rhyming</i> <i>Lesson 4 – Name Recognition</i> [K.W.1] through [K.W.5]				✓	
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions, Grades K-1</i> <i>Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1</i> <i>Comprehension: Lesson 13 – Inferences, Grades K-1</i> [K.W.1] through [K.W.5]				✓	
		SBTR 2	<i>Sam Tips the Lamp, See Sam Sit</i> [K.W.1] through [K.W.5]				✓	
		SBTR 3	<i>Dots and Spots, The Toads Are Lost</i> [K.W.1] through [K.W.5]				✓	

Istation ELAR Reading Curriculum Kindergarten

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

1 = Listening (LI) 4 = Writing (W)
2 = Speaking (SP) 5 = Language (LA)
3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iv. Brainstorm ideas for writing by drawing illustrations. (PRCS: K.W.3) v. Explore a variety of digital tools through teacher-led writing activities. (PRCS: K.W.4) v. Explore a variety of digital tools through teacher-led writing activities. (PRCS: K.W.5)	SBTR 4	<i>Fred Has Ten Hens, My Dog Has Fleas</i> [K.W.1] through [K.W.5]				✓	
		SBTR 5	<i>Fun At Home, Late for the Game</i> [K.W.1] through [K.W.5]				✓	
		SBTR 6	<i>The Dunes</i> [K.W.3]				✓	
		SBTR 7	<i>Home</i> [K.W.4]				✓	
		SBTR 8	<i>The Dunes, Where is Jane?</i> [K.W.1] through [K.W.5]				✓	
4B	Use Research and Information to: i. Remember information about experiences or gather information from various sources	SBTR	<i>Comprehension: Lesson 1 – Making Predictions, Grades K-1</i> <i>Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1</i> <i>Comprehension: Lesson 13 –</i>				✓	

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>(e.g., word wall, book talks, weather charts, routine tasks) to answer a question. (PRCS: K.W.7)</p> <p>ii. Recognize the organization and basic features of print. (PRCS: K.W.FS.9)</p> <p>iii. Understand that words are separated by spaces in print. (PRCS: K.W.FS.9a)</p> <p>iv. Know and apply phonics and word analysis skills to decode words. (PRCS: K.W.FS.10)</p> <p>v. Write the letters that represent first name. (PRCS: K.W.FS.10a)</p> <p>vi. Attempt to write letters using print techniques.</p>		<p><i>Inferences, Grades K-1</i> [K.W.7] through [K.W.FS.10b]</p> <p><i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [W.K3.2] through [W.K3.4]</p>					

Istation ELAR Reading Curriculum Kindergarten

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	(PRCS: K.W.FS.10b)	CBTR 5	<i>Lesson 21 – Reading for Meaning [K.W.7] through [K.W.FS.10b]</i>				✓	
		CBTR 6	<i>Lesson 18 – Reading for Meaning [K.W.7] through [K.W.FS.10b]</i>				✓	
		2	<i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.FS.10a], [K.W.FS.10b]</i> <i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>[K.W.7] through [K.W.FS.10b]</i>					
		3	<i>Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.7] through [K.W.FS.10b]</i>				✓	
		4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.FS.10a], [K.W.FS.10b]</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		5	Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.FS.10a], [K.W.FS.10b]				✓	
		6	Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.FS.10a], [K.W.FS.10b] Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.FS.10a], [K.W.FS.10b]				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		7	<p><i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.W.7] through [K.W.FS.10b]</p> <p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/</i></p>				✓	

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Vowel Silent e Review</i> <i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i></p> <p><i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>Word Masters Book: The Case of the Haunted Barn</i></p> <p><i>Comprehension Book: Just the Right Size, Compare and Contrast</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.W.7] through [K.W.FS.10b]</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.W.7] through [K.W.FS.10b]</i></p> <p><i>Letter and Sound Block: QX</i></p>					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>(see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.FS.9]</i>					
		CBTR 1	<i>Letter Name Recognition: Mm, Aa, Pp, Cc [K.W.FS.9]</i>				✓	
		CBTR 2	<i>Blending Beginning/ Middle/ Ending Sounds with Letters [W.K3.5b], [W.K3.5c]</i> <i>Letter Name Recognition: Tt, Ii, Ss, Ll Cc [K.W.FS.9]</i>				✓	
	(5) The student will demonstrate thinking skills in listening and speaking.							
5A	Use Grammar/Usage and Mechanics to: i. Demonstrate command of English grammar and usage when writing or		<i>All Activities [K.LA.1] through [K.LA.1c]</i>					✓
		1	<i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. speaking. (PRCS: K.LA.1) Use present form of basic verbs and common nouns (e.g., <i>I walk home.</i>). (PRCS: K.LA.1a)		<i>Sound/Symbol Correspondence Activities</i> <i>[K.LA.1] through [K.LA.1c]</i> <i>Identify Words in a Sentence</i> <i>[K.LA.1a], [K.LA.1b], [K.LA.1c]</i>					
	iii. Simple sentences or phrases with basic structure including adjectives (e.g., <i>The dog is big.</i>). (PRCS: K.LA.1b) iv. Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities. (PRCS: K.LA.1c)	2	<i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.LA.1]</i> <i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[K.LA.1] through [K.LA.1c]					
		3	Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.LA.1c]					✓
		7	Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game					✓

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) QX (see Cycle 1) In Context</i> <i>Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/</i> <i>Vowel Silent e Review</i> <i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i></p> <p><i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>Word Masters Book: The Case of the Haunted Barn</i></p> <p><i>Comprehension Book: Just the Right Size, Compare and Contrast</i> <i>Decodable Books: Boats, Take That Off</i></p>					

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.LA.1] through [K.LA.1c] <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.LA.1] through [K.LA.1c]					
		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.LA.1] through [K.LA.1c]					✓
5B	Use Conventions to: i. Demonstrate command of the conventions of English	SBTR	Phonological Awareness: Lesson 1 – Listening to Sounds [K.LA.2b] through [K.LA.2d]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	capitalization, punctuation, and spelling when writing. (PRCS: K.LA.2) ii. Recognize and name end punctuation as a period. (PRCS: K.LA.2a) iii. Write a letter or letters for most consonant and short- vowel sounds (phonemes). (PRCS: K.LA.2b)		Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? <i>[K.LA.2b] through [K.LA.2d]</i>						
	iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships with correct spelling and spacing. (PRCS: K.LA.2c)	4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.LA.2a], [K.LA.2b], [K.LA.2c]</i>						✓
	v. Consult reference materials, including picture dictionaries, as needed to check and correct spellings, using the ability to find	5	<i>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	words by the first letter. (PRCS: K.LA.2c)		<i>[Pick That Letter]</i> <i>[K.LA.2] through [K.LA.2c]</i>					
		6	<i>Letter Formation (ZKVV) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[K.LA.2] through [K.LA.2d]</i>					✓
		7	<i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.LA.2] through [K.LA.2d]</p> <p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) QX (see Cycle 1) In Context</i> <i>Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/</i> <i>Vowel Silent e Review</i> <i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i></p> <p><i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>Word Masters Book: The Case of the</i></p>					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Haunted Barn</i></p> <p><i>Comprehension Book: Just the Right Size, Compare and Contrast</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.LA.2] through [K.LA.2d]</p> <p><i>Letter and Sound Block: QX</i> (see Cycle 1) <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [K.LA.2c]</p>					
		CBTR 1	<p><i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> [K.LA.2c]</p>					✓

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 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 2	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> [K.LA.2b], [K.LA.2c] <i>Letter Name Recognition: Tt, Ii, Ss, Ll Cc</i> [K.LA.2c]					✓
5C	Use Comprehension and Collaboration to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (PRCS: K.LA.3) ii. Choose words and phrases for different purposes (e.g., <i>slang, written vs. spoken, formal vs. informal</i>). (PRCS: K.LA.3a) iii. Determine or clarify the meaning of unknown and multiple-meaning words and		<i>All Activities</i>					✓
		SBTR	<i>Comprehension:</i> <i>Making Predications K-1</i> <i>Asking Questions K-1</i> <i>Summarizing Strategy K-1</i> <i>Clarifying Words Strategy K-1</i> <i>Main Idea K-1</i> <i>Making Inferences K-1</i> <i>Identifying Text Structure K-1</i> <i>Compare and Contrast, K</i> <i>Cause and Effect, K</i> <i>Problem Solution, K-1</i> [K.LA.3], [K.LA.3a]					✓
		SBTR	<i>Books:</i> <i>Raindrops</i> <i>The Garden Trail</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>phrases based on reading and content, choosing flexibly from an array of strategies. (PRCS: K.LA.4)</p> <p>iv. Use context clues and illustrations to identify the meaning of unfamiliar words. (PRCS: K.LA.4a)</p> <p>v. Identify and blend compound words. (PRCS: K.LA.4b)</p>		<p>[K.LA.4], [K.LA.4a], [K.LA.4b]</p>					
		SBTR	<p><i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where is Jane?</i> [K.LA.3] through [K.LA.4b]</p>					✓
5D	<p>Use Vocabulary Acquisition and Use to:</p> <p>i. Explore word meanings. (PRCS: K.LA.5)</p> <p>ii. Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a</p>	1	<p><i>Comprehension Books:</i> <i>Dusty the Dog and CoCo the cat</i> <i>Pam and the Cap</i> <i>Where is Coco?</i> <i>The Act</i> <i>Tim at Camp</i> <i>Pip and His Lips</i> <i>See Sam Sit</i> <i>Tim and Sam</i> <i>Sam Tips the Lamp</i> [K.LA.5], [K.LA.5c], [K.LA.5d]</p>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	iii. dog or a cat). (PRCS: K.LA.5a) Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning. (PRCS: K.LA.5b) iv. Make and explain connections between words and their use (e.g., emotions: happy, sad, etc., or family members: funny, old, etc.). (PRCS: K.LA.5c) v. Act out word meanings. (PRCS: K.LA.5d) vi. Use words and phrases acquired through conversations and read- alouds. (PRCS: K.LA.6)	2	<i>Foundational Books:</i> <i>Dusty the Dog and Coco the Cat</i> <i>Mac and Cam</i> <i>Pam and the Cap</i> <i>Fun With Friends</i> <i>Pals</i> <i>The Cleaning Attack</i> <i>Sam Has Mail</i> <i>Pat's Cat</i> <i>Lamps</i> <i>Surprise!</i> <i>The Yellow Pin</i> <i>The Garden Trail</i> <i>In the Sand</i> <i>The Act</i> <i>Raindrops</i> <i>Pat's Cat</i> <i>A Special Delivery for Dusty</i> <i>The Cleaning Attack</i> <i>Cal and the Clam</i> <i>The Last Scrap</i> <i>Jen and Her New Friends</i> [K.LA.5] through [K.LA.6]						✓
		CBTR 0	<i>Counting Spoken Words</i> <i>Counting Syllables</i> <i>Counting Syllables with Syllable</i>						✓

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Reading Standard Strands

1 = Listening (LI)	4 = Writing (W)
2 = Speaking (SP)	5 = Language (LA)
3 = Reading (R)	

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Squares</i> <i>Counting Each Sound</i> <i>Matching Segmented Spoken Words</i> <i>Segmented Spoken Words with Pictures</i> <i>Segmenting Spoken Words Game</i> [K.LA.5], [K.LA.5a]					
		SBTR	<i>Closed Sort, Kindergarten</i> [K.LA.5], [K.LA.5a]					✓
		SBTR	<i>Vocabulary: Antonym/Synonym Review</i> [K.LA.5b]					✓

Istation ELAR Reading Curriculum First Grade

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Reading Standard Strands

1 = Listening (LI) 4 = Writing (W)
 2 = Speaking (SP) 5 = Language (LA)
 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Building on Others' Knowledge skills to: i. Listen and interact with peers during social interactions, read- alouds, and class, group, and partner discussions. (PRCS: 1.L.1) ii. Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...). (PRCS: 1.L.1a) iii. Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner. (PRCS: 1.L.1b)	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.L.1], [1.L.1a]	✓				
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.L.1], [1.L.1b]	✓				
	iv. Listen and respond to							

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 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	simple commands and instructions or directions with three or more steps. (PRCS: 1.L.1c)		<i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.L.1] through [1.L.1f]					
v.	Offer and respond to greetings/farewells using appropriate courtesy expressions. (PRCS: 1.L.1d)	3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>BPA: Lamps</i> [1.L.1] through [1.L.1c]	✓				
vi.	Listen and participate in rhymes, songs, chants, etc. (PRCS: 1.L.1e)		<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.L.1] through [1.L.1f]					
vii.	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language. (PRCS: 1.L.1f)							

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		4	<p><i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>BPA: Where Is Coco?</i> <i>Comprehension Book: In the Sand</i> [1.L.1], [1.L.1a]</p> <p><i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.L.1], [1.L.1b]</p>	✓					
		5	<p><i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i></p>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[1.L.1b], [1.L.1c]					
		6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [1.L.1b]	✓				
		7	Read-Aloud Books: Fun at the Pond, Where Will They Ride? BPA: Mr. Grump and the Beautiful Yard [1.L.1], [1.L.1b]	✓				
		8	HFW Book: I Like to Help Comprehension Book: The Queen's Suitcase - Chapter 1 Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack [1.L.1], [1.L.1b]	✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		9	<p><i>HFW Book: The Best Trip</i> <i>In Context Reading with Long A [ay]</i> <i>In Context Reading with Long E [ey]</i> <i>In Context Reading with Long I [ie]</i> <i>In Context Reading with Long O [oe]</i> <i>In Context Reading with Long O [ow]</i> <i>In Context Reading with Long O [o]</i> <i>In Context Reading: [ch] In Context Reading: [tch]</i> <i>In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP</i> <i>In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/</i> <i>Word Masters Book: Treasure Hunt at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top</i></p>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.L.1] through [1.L.1f]</i>					
		SBTR	<i>Comprehension: Lesson 3 - Asking Questions Strategy</i> <i>Comprehension: Lesson 69 - Asking Questions [1.L.1a]</i>	✓				
	(2) Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.							
2A	Evaluate Information and Respond Effectively to: i. Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with	SBTR	<i>Comprehension: Lesson 20 - Drawing Conclusions [1.S.1] through [1.S.2c]</i>		✓			
		SBTR	<i>Writing: Sam Tips the Lamp, See Sam Sit, Dots and Spots, Fred Has Ten Hens, Fun at Home, Where is Jane? A Big Sneeze, King Zung and the Lark, The Wise Cow, The</i>		✓			

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	more elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences. (PRCS: 1.S.1)		<i>Changing, Fields of Change: Autumn/Winter, The Changing Surface</i> [1.S.1] through [1.S.2c]					
ii.	Exchange common social greetings, retell texts, and recount experiences, using complete sentences. (PRCS: 1.S.2)	SBTR	<i>Comprehension: Lesson 3 - Asking Questions Strategy</i> <i>Comprehension: Lesson 69 - Asking Questions</i> [1.S.1]		✓			
iii.	Offer greetings, farewells, and introductions using appropriate courtesy expressions and respond accordingly. (PRCS: 1.S.2a)	SBTR	<i>Sam Tips the Lamp</i> [1.S.1] through [1.S.2c]		✓			
iv.	Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings). (PRCS: 1.S.2b)	6	<i>HFW Book: Where Is Jane?</i> <i>In Context Reading with Long I /i_e/</i> <i>In Context Reading with Long U /u_e/</i> <i>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming</i>		✓			
v.	Expand sentences to provide some details (e.g., Who? What? When?) about a familiar or new activity or							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	process. (PRCS: 1.S.2c)		<i>Game[Spot That Word-CVC] [1.S.1] through [1.S.2c]</i>					
		7	<i>HFW Book: Hide and Seek In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC] [1.S.1]</i>		✓			
		8	<i>HFW Book: I Like to Help In Context Reading with R Controlled Vowel [er] In Context Reading with digraph [sh] In Context Reading with digraph [th] Word Masters Book: The Not-So-Great Skunk Adventure</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.S.1], [1.S.1c]</i>					
		10	<i>HFW Book: How Can That Be?</i> <i>In Context Reading: [ph] In Context Reading : [wh]</i> <i>Odd Balls: [au]; [aw]; [al]: Detective Dan</i> <i>In Context Reading: [au], [aw], [al]</i> <i>Odd Balls: [ow-cow vs ow-tow] Detective Dan</i> <i>In Context Reading : [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: How Can That Be? Shopping With Mom, A Star is Born,</i>		✓			

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- | | |
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.S.1], [1.S.1c]</i>					
2B	Use Key Ideas, Details, and Language Skills to: i. Respond to conversations, read- alouds, text, and oral presentations orally using a growing number of general academic and content-specific words and relying less on physical actions or other means of nonverbal communication. (PRCS: 1.S.3) ii. Express opinions, using an expanded set of learned		<i>All Activities [1.S.3] through [1.S.6b]</i>		✓			
		0	<i>Identifying Phonemes: Initial, Medial, Final [1.S.6] through [1.S.6b]</i>		✓			
		1	<i>Identifying Phonemes: Initial, Medial, Final Identify and Isolate Initial Phonemes Segmenting Phonemes Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.S.5] through [1.S.6b]</i>		✓			

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				1	2	3	4	5	
	phrases as well recalling some textual evidence or relevant background knowledge. (PRCS: 1.S.4) iii. Tell and elaborate on statements, opinions, or arguments using language models or sentence starters. (PRCS: 1.S.4a) iv. Describe personal experiences, using some new vocabulary and details about familiar topics, appropriate to the situation. (PRCS: 1.S.5)	2	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> <i>BPA: Summer Camp Word Families/ Rhyming</i> <i>HFW Book: Tim at Camp</i> <i>In Context Reading with short a</i> <i>In Context Reading with short i</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>[1.S.3] through [1.S.6a]</i>		✓				
	v. Plan and deliver brief oral presentations on a variety of familiar topics. (PRCS: 1.S.6) vi. Retell texts and recount personal or familiar experiences, and describe activities, topics, or objects, using some newly acquired vocabulary and details appropriate to the situation.	3	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> <i>BPA: Lamps</i> <i>Word Families/ Rhyming</i> <i>HFW Book: On the Dot</i> <i>In Context Reading with Short o</i> <i>In Context Reading with long A /ai/</i> <i>In Context Reading with Long O /oa/</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
vii.	(PRCS: 1.5.6a) Recite, memorize, or present rhymes, poems, or songs. (PRCS: 1.S.6b)		<i>Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.S.6b]					
		4	<i>Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess)</i> <i>HFW Book: My Hands and Feet</i> <i>In Context Reading with Short e</i> <i>In Context Reading with Long E /ee/, /ea/</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.S.3] through [1.S.6b]		✓			
		9	<i>Cycle 9 Inflected Endings: [ed], [ing], [s]</i> <i>Cycle 9 TR Decoding Multisyllabic Words</i> <i>Cycle 9 TR Inflected Ending -s</i>		✓			

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- | | |
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			Cycle 9 TR Inflected Ending -ing Cycle 9 TR Inflected Ending -ed Cycle 9 TR Spelling Words with -ed, and -ing [1.S.5]					
		10	Cycle 10 Inflected Endings: [ed], [es with double consonant], [d with spelling ed] Cycle 10 TR Inflected Ending -ing Cycle 10 TR Inflected Ending -ed		✓			
		SBTR	Phonics: Lesson 25 – Read Words with Long Vowel ea and ee through Lesson 41 – Decoding with ear, or [RL1.3] through [RL1.3.2] [1.S.5]		✓			
		CBTR 0	Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds Middle Sounds Middle Sounds: Identification Using Picture Cards [1.S.4a], [1.S.5]		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 1	<i>Segment Sounds in Spoken Words [1.S.4a]</i>		✓			
		CBTR 2	<i>Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [1.S.4a]</i>		✓			
		CBTR 3	<i>Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Read Sentences with HFWs: they, you, are, here Spelling with s-blend and short /o/ Reading for Meaning [1.S.6] through [1.S.6b]</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 4	<i>Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [1.S.5]</i>		✓			
		CBTR 5	<i>Blending Beginning/Middle/Ending Sounds with Letters Rhyme Phonograms, Long Vowels Beginning Blends sm-, bl-, br- Beginning Blends sm-, bl-, br-, str-, spl-, spr- Read Sentences with HFWs what, said, her, for Spelling with Short /u/ and Blends Reading for Meaning [1.S.6b]</i>		✓			
		CBTR 6	<i>Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds Rhyme Phonograms, Long Vowels, Silent e Read and Spell Words with Short Vowel Sounds Beginning and Ending Blends sc, sk, scr Read Sentences with HFWs was, that, from, she</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Reading for Meaning</i> [1.5.6a]					
		CBTR 8	<i>Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [1.5.6a]</i>		✓			
	(3) The student will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.							
3A	Use Craft and Structure to: i. Describe ideas, phenomena (e.g., <i>how butterflies eat</i>), and text elements (e.g., <i>setting, characters</i>) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support. (PRCS: 1.R.1) ii. Determine main ideas or themes of a text and	SBTR	<i>Comprehension: Lesson 69 Asking Questions, Grades K-1</i> [1.R.4L], [1.R.4L] <i>Author's Purpose</i> [1.R.4]			✓		
		5	<i>BPA: Pets – Snakes</i> [1.R.1] through [1.R.2I], [1.R.4], [1.R.4L], [1.R.4I]			✓		
		6	<i>Comprehension Book: Pets – Fish</i> [1.R.1] through [1.R.2I], [1.R.4], [1.R.4L], [1.R.4I]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	analyze their development; summarize the key supporting details and ideas. (PRCS: 1.R.2)	7	<i>Decodable Books: Boats, Homes</i> [1.R.1] through [1.R.2I], [1.R.4], [1.R.4L], [1.R.4I]			✓		
iii.	Retell familiar stories, including key details. (PRCS: 1.R.2L)	9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [1.R.1] through [1.R.2I], [1.R.4], [1.R.4L], [1.R.4I]			✓		
iv.	Identify the main topic and key details of an informational text that is read aloud. (PRCS: 1.R.2I)	10	<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver</i> <i>Passages: Water Is A Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i> [1.R.1] through [1.R.4I] <i>Decodable Book: Spiders</i> <i>Decodable Books: The Three Little Bugs</i> [1.R.1] through [1.R.4I]			✓		
v.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS: 1.R.3)							
vi.	Describe characters, settings, and major events in a story, using key details. (PRCS: 1.R.3L)							
vii.	Describe individuals, events, ideas, or pieces of information in an informational text. (PRCS: 1.R.3I)							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>viii. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS: 1.R.4)</p> <p>ix. Ask and answer questions about unknown words in a literary text, and use illustrations to determine the meaning of unknown words. (PRCS: 1.R.4L)</p> <p>x. Ask and answer questions about unknown words in an informational text, and use illustrations to determine the meaning of unknown words. (PRCS: 1.R.4I)</p>							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
3B	Use Point of View and Text Structure to: <ol style="list-style-type: none"> i. Recognize common types of texts, identify the front cover, back cover, and title page of a book, and story organization (beginning, middle, and end). (PRCS: 1.R.5) ii. Assess how point of view or purpose shapes the content and style of a text. (PRCS: 1.R.6) iii. Identify who is telling the story (narrator, author, character). (PRCS: 1.R.6L) iv. Distinguish between information provided by pictures or other illustrations in a text. (PRCS: 1.R.6I) v. Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery 	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> [1.R.5] through [1.R.9I]			✓		
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>BPA: Summer Camp</i> [RF.1.4a] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.R.5] through [1.R.9I]			✓		
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
vi. vii. viii.	rhymes, folk tales, and other texts. (PRCS: 1.R.7) Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS: 1.R.9) Identify the adventures and experiences of characters in familiar stories. (PRCS: 1.R.9L) Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures). (PRCS: 1.R.9I)		<i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.R.5] through [1.R.9I]					
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>Comprehension Book: In the Sand</i> [1.R.5] through [1.R.9I]			✓		
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will</i>			✓		

Istation ELAR Reading Curriculum First Grade

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

- 1 = Listening (LI)
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [1.R.5] through [1.R.9I]					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [1.R.5] through [1.R.9I]			✓		
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [1.R.5] through [1.R.7]			✓		
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint,</i>			✓		

Istation ELAR Reading Curriculum First Grade

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- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [1.R.5] through [1.R.9I]					
		9	<i>HFW Book: The Best Trip</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on a Ride, Kittens, Joel and Kay's Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [1.R.5] through [1.R.9I]			✓		
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington</i>			✓		

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Reading Standard Strands

1 = Listening (LI) 4 = Writing (W)
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 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Carver, Humphrey the Humpback Whale</i> [1.R.6I]					
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i>			✓		
		SBTR	<i>Character</i> [1.R.6L]			✓		
		CBTR10	<i>Comprehension: Character Analysis</i> [1.R.6L]			✓		
3C	Use Informational and Foundational Texts to:	1-3	<i>Istation Reading</i> [1.R.10]			✓		
	i. Read nursery rhymes, folk tales, and other texts of appropriate complexity. (PRCS: 1.R.10)							
	ii. Recognize sounds (phonemes), syllables, and spoken words. (PRCS: 1.R.FS.11)	2	<i>BPA: Summer Camp Word Families/ Rhyming</i> <i>HFW Book: Tim at Camp</i> <i>In Context Reading with Short a</i> <i>In Context Reading with Short i</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.R.10] through [1.R.FS.11b]			✓		
	iii. Distinguish long from short vowel sounds in spoken single- syllable words.							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iv. (PRCS: 1.R.FS.11a) Count, pronounce, blend, and segment syllables in spoken words. (PRCS: 1.R.FS.11b) v. Blend and segment onsets (beginning sounds) and rimes (combination of consonants and vowels that when used together make the same sound) of single- syllable spoken words. (PRCS: 1.R.FS.11c) vi. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. (PRCS: 1.R.FS.11d)	3	<i>BPA: Lamps</i> <i>Word Families/ Rhyming</i> <i>HFW Book: On the Dot</i> <i>In Context Reading with Short o</i> <i>In Context Reading with L</i> <i>ong A /ai/</i> <i>In Context Reading with Long O /oa/</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My</i> <i>Family</i> <i>Decodable Books: Dots and Spots,</i> <i>Snails in a Pail, The Toast in the</i> <i>Road, Stan the Man, The Toads Are</i> <i>Lost, In the Rain</i> <i>[1.R.10] through [1.R.FS.11d]</i>			✓		
		4	<i>Rhyming and Poetry:</i> <i>Go! See! Here!</i> <i>Stan the Man</i> <i>[1.R.10]</i> <i>HFW Book: My Hands and Feet</i> <i>In Context Reading with Short e</i> <i>In Context Reading with Long E /ee/,</i> <i>/ea/</i> <i>Word Masters Book: The Great Pig</i> <i>Escape Comprehension Book: In the</i> <i>Sand</i>			✓		

Istation ELAR Reading Curriculum First Grade

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

- 1 = Listening (LI)
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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.R.10] through [1.R.FS.11d]					
		5	<i>Rhyming and Poetry:</i> <i>Fred the Frog</i> [1.R.10] <i>HFW Book: The Bun for Us</i> <i>In Context Reading with Short u</i> <i>In Context Reading with Long A /a_e/</i> <i>In Context Reading with Long O /o_e/</i> <i>In Context Reading (short vowel review)</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i>			✓		

Istation ELAR Reading Curriculum First Grade

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

- 1 = Listening (LI)
- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC] [1.R.10] through [1.R.FS.11d]</i>					
		6	<i>HFW Book: Where Is Jane? In Context Reading with Long I /i_e/ In Context Reading with Long U /u_e/ In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming Game[Spot That Word-CVC] [1.R.10] through [1.R.FS.11d]</i>			✓		
		7	<i>HFW Book: Hide and Seek In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That</i>			✓		

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Reading Standard Strands

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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.R.10] through [1.R.FS.11d]</i>					
		8	<i>HFW Book: I Like to Help</i> <i>In Context Reading with R Controlled Vowel [er] In Context Reading with digraph [sh]</i> <i>In Context Reading with digraph [th]</i> <i>Word Masters Book: The Not-So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</i>			✓		

Istation ELAR Reading Curriculum First Grade

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Reading Standard Strands

- 1 = Listening (LI)
- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[1.R.10] through [1.R.FS.11d]					
		9	<p><i>HFW Book: The Best Trip</i></p> <p><i>In Context Reading with Long A [ay]</i></p> <p><i>In Context Reading with Long E [ey]</i></p> <p><i>In Context Reading with Long I [ie]</i></p> <p><i>In Context Reading with Long O [oe]</i></p> <p><i>In Context Reading with Long O [ow]</i></p> <p><i>In Context Reading with Long O [o]</i></p> <p><i>In Context Reading: [ch] In Context Reading: [tch]</i></p> <p><i>In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP</i></p> <p><i>In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/</i></p> <p><i>Word Masters Book: Treasure Hunt at Pirate's Bay</i></p> <p><i>Comprehension Book: The Flying Pizza</i></p> <p><i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big</i></p>			✓		

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Reading Standard Strands

- 1 = Listening (LI)
- 2 = Speaking (SP)
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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Fish Tales</i> <i>Passages: Going on A Ride, Kittens, Joel and Kay's Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.R.10] through [1.R.FS.11d]</i>					
		10	<i>HFW Book: How Can That Be?</i> <i>In Context Reading: [ph] In Context Reading : [wh]</i> <i>Odd Balls: [au]; [aw]; [al]: Detective Dan</i> <i>In Context Reading: [au], [aw], [al]</i> <i>Odd Balls: [ow-cow vs ow-tow] Detective Dan</i> <i>In Context Reading : [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little</i>			✓		

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Reading Standard Strands

- 1 = Listening (LI)
- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet</i> <i>Spot That Word Game</i> <i>Rapid Word Naming</i> <i>[Virus Game-HFW] Gimme the Ball</i> <i>[Odd Balls]</i> <i>[1.FS.11] through [1.R.FS.11d]</i>					
		11	<i>Odd Balls: [oo as in zoo]; [ew, eu, ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui]</i> <i>Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind] Odd Balls: [oo as in foot]- T, GP, IP</i> <i>In Context Reading with [oo]</i> <i>In Context Reading with Prefixes</i> <i>In Context Reading with Suffixes</i> <i>In Context Reading with Contractions</i> <i>Decodable Books: The Flying Pizza, Winter Snowstorm, Who is Following Us? Just the Right Size, Bert and Gert, The Queen’s Suitcase, A Trip to</i>			✓		

Istation ELAR Reading Curriculum First Grade

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

- | | |
|--------------------|-------------------|
| 1 = Listening (LI) | 4 = Writing (W) |
| 2 = Speaking (SP) | 5 = Language (LA) |
| 3 = Reading (R) | |

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>the Dentist, The Three Little Bugs Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives Spot That Word Game Rapid Word Naming [Virus Game- HFW] Gimme the Ball [Odd Balls] [1.FS.11] through [1.R.FS.11d]</i>					
		CBTR 1	<i>Rhyming [1.R.10]</i>			✓		
		CBTR 2	<i>Rhyming Rhyming Phonograms Ending Blend /-mp/ Ending Blend /-st/ Reading for Meaning [1.R.10], [1.R.FS.11c]</i>			✓		
		CBTR 3	<i>Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More Practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Read Sentences with HFWs: they, you, are, here Spelling with s-blend and Short /o/ Reading for Meaning</i>			✓		

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Reading Standard Strands

- | | |
|---------------------------|--------------------------|
| 1 = Listening (LI) | 4 = Writing (W) |
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| 3 = Reading (R) | |

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[1.R.FS.11] through [1.R.FS.11d]					
		CBTR 4	<i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Rhyming Words and Poetry</i> <i>Vowel Sound /e/</i> <i>Vowel Sound /e/ and letter e</i> <i>Vowel Sounds /o/ and /e/</i> <i>Blending Beginning/Middle/ Ending</i> <i>Sounds with Letters</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs with, my, where, to</i> <i>Spelling with Short /e/ and Blends</i> <i>Reading for Meaning</i> [1.R.FS.11] through [1.R.FS.11d]			✓		
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> <i>Beginning Blends sm-, bl-, br-</i> <i>Beginning Blends sm-, bl-, br-, str-, spl-, spr-</i> <i>Read Sentences with HFWs what, said, her, for</i> <i>Spelling with Short /u/ and Blends</i> <i>Reading for Meaning</i> [1.R.FS.11] through [1.R.FS.11d]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 6	<i>Rhyme Phonograms, Long Vowels, Silent e Read and Spell Words with Short Vowel Sounds Beginning and Ending Blends sc, sk, scr Read Sentences with HFWs was, that, from, she Reading for Meaning [1.R.FS.11] through [1.R.FS.11d]</i>			✓		
		CBTR 7	<i>Rhyming Words Beginning Blends squ, sw, tw Read HFWs Reading for Meaning [1.R.FS.11c]</i>			✓		
		CBTR 8	<i>Segmenting and Blending Sound /ng/ Read HFWs Reading for Meaning [1.R.FS.11c]</i>			✓		
		CBTR 9	<i>Read Words with ow, oll, old, olt, olk Read High Frequency Words Reading for Meaning [1.R.FS.11d]</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 10	<i>Inflected Ending -ing</i> <i>Inflected Ending -ed</i> <i>Phonograms: all, alk, alt, ald</i> <i>Comprehension: Character Analysis</i> <i>HFWs</i> <i>Read HFWs in Sentences</i> <i>Spelling Words with Phonograms -</i> <i>all, alk, ald, alm</i> <i>Spelling with Endings y and ie</i> <i>Spelling - Changing the y to i</i> <i>Reading for Meaning</i> [1.R.FS.11], [1.R.FS.11b], [1.R.FS.11c]			✓		
3D	Use Phonological/Phonemic Awareness to: i. Know and apply phonics and word analysis skills to decode words. (PRCS: 1.R.FS.12) ii. Decode regularly spelled one- syllable words. (PRCS: 1.R.FS.12a) iii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	0-8	<i>All Books [RL1.7],</i> <i>[1.R.FS.12] through [1.R.FS.12c]</i>			✓		
		1	<i>HFW Book: Pam and the Cap</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.R.FS.12]			✓		
		2	<i>BPA: Summer Camp Word Families/ Rhyming</i> <i>HFW Book: Tim at Camp</i> <i>In Context Reading with Short a</i> <i>In Context Reading with Short i</i> <i>Decodable Books: Pam and Cam, Pip</i>			✓		

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Reading Standard Strands

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 2 = Speaking (SP) 5 = Language (LA)
 3 = Reading (R)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
iv.	(PRCS: 1.R.FS.12b) Know final -e as rule for representing long vowel sounds. (PRCS: 1.R.FS.12c)		<i>and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.R.FS.12], [1.R.FS.12a]					
		3	<i>BPA: Lamps</i> <i>Word Families/ Rhyming</i> <i>HFW Book: On the Dot</i> <i>In Context Reading with Short o</i> <i>In Context Reading with long A /ai/</i> <i>In Context Reading with Long O /oa/</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.R.FS.12c]			✓		
		4	<i>HFW Book: My Hands and Feet</i> <i>In Context Reading with Short e</i> <i>In Context Reading with Long E /ee/, /ea/</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten</i>			✓		

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- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.R.FS.12], [1.R.FS.12b]					
		5	<i>HFW Book: The Bun for Us</i> <i>In Context Reading with Short u</i> <i>In Context Reading with Long A /a_e/</i> <i>In Context Reading with Long O /o_e/</i> <i>In Context Reading (short vowel review)</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Rapid Word Naming Game [Spot That Word-CVC]</i> [1.R.FS.12], [1.R.FS.12a]			✓		
		6	<i>HFW Book: Where Is Jane?</i> <i>In Context Reading with Long I /i_e/</i> <i>In Context Reading with Long U /u_e/</i>			✓		

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- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming Game[Spot That Word-CVC] [1.R.FS.12], [1.R.FS.12a]</i>					
		7	<i>HFW Book: Hide and Seek In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</i>			✓		

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- 1 = Listening (LI)
- 2 = Speaking (SP)
- 3 = Reading (R)
- 4 = Writing (W)
- 5 = Language (LA)

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[1.R.FS.12] through [1.R.FS.12c]					
		8	<p><i>HFW Book: I Like to Help</i> <i>In Context Reading with R Controlled Vowel [er] In Context Reading with digraph [sh]</i> <i>In Context Reading with digraph [th]</i> <i>Word Masters Book: The Not-So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> <i>Rapid Word Naming [Virus Game-HFW]</i></p> <p><i>Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</i></p>			✓		
		9	<p><i>HFW Book: The Best Trip</i> <i>In Context Reading with Long A [ay]</i> <i>In Context Reading with Long E [ey]</i> <i>In Context Reading with Long I [ie]</i> <i>In Context Reading with Long O [oe]</i></p>			✓		

Istation ELAR Reading Curriculum First Grade

Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

- 1 = Listening (LI)
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>In Context Reading with Long O [ow]</i> <i>In Context Reading with Long O [o]</i> <i>In Context Reading: [ch] In Context Reading: [tch]</i> <i>In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP</i> <i>In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/</i> <i>Word Masters Book: Treasure Hunt at Pirate’s Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert’s Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch’s Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-</i></p>					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			HFW] Gimme the Ball [Odd Balls] [1.R.FS.12b], [1.R.FS.12c]					
		10	HFW Book: How Can That Be? In Context Reading: [ph] In Context Reading : [wh] Odd Balls: [au]; [aw]; [al]: Detective Dan In Context Reading: [au], [aw], [al] Odd Balls: [ow-cow vs ow-tow] Detective Dan In Context Reading : [ow] Word Masters Book: Return to the Lost Island Comprehension Book: Who is Following Us? Decodable Books: How Can That Be? Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet Spot That Word Game Rapid Word Naming [Virus Game-			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>HFW] Gimme the Ball [Odd Balls] [1.R.FS.12], [1.R.FS.12b]</i>					
		11	<i>Odd Balls: [oo as in zoo]; [ew, eu,ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui] Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind] Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Decodable Books: The Flying Pizza, Winter Snowstorm, Who is Following Us? Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives Spot That Word Game Rapid Word Naming [Virus Game- HFW] Gimme the Ball [Odd Balls] [1.R.FS.12b], [1.R.FS.12c]</i>			✓		
3E	Use Print Concepts to: i. Recognize the organization	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam,</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	and basic text features. (PRCS: 1.R.FS.13) ii. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (PRCS: 1.R.FS.13a)		<i>Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.R.FS.13], [1.R.FS.13a]					
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.R.FS.13], [1.R.FS.13a]			✓		
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.R.FS.13], [1.R.FS.13a]					
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.R.FS.13], [1.R.FS.13a]			✓		
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> <i>Comprehension Book: Where Will</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [1.R.FS.13], [1.R.FS.13a]					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [1.R.FS.13], [1.R.FS.13a]			✓		
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin</i>			✓		

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Legend: Puerto Rico Core Standards for English Language Arts

Reading Standard Strands

- | | |
|---------------------------|--------------------------|
| 1 = Listening (LI) | 4 = Writing (W) |
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Mice, The Oatmeal Man, The Big Game</i> [1.R.FS.13], [1.R.FS.13a]					
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [1.R.FS.13], [1.R.FS.13a]			✓		
		9	<i>HFW Book: The Best Trip</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on a Ride, Kittens, Joel and Kay's Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Likes to Share</i> [1.R.FS.13], [1.R.FS.13a]					
(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.								
4A	Use Modes and Forms of the Writing Process to: i. Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object. (PRCS: 1.W.1) ii. Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence. (PRCS: 1.W.2) iii. Use a combination of copying, drawing and writing to compose short literary texts collaboratively	SBTR	<i>All Writing Activities</i> [1.W.1]				✓	
		SBTR	<i>Writing:</i> <i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>King Zung and the Lark</i> <i>Mitch's Big Fish Tale</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [1.W.1] through [1.W.6]				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	with a teacher, with peers, and with increasing independence. (PRCS: 1.W.3)	SBTR	<i>Comprehension: Lesson 30 – Sequencing</i> [1.W.2], [1.W.3], [1.W.4]				✓	
	iv. Brainstorm ideas for writing by drawing and labeling detailed illustrations. (PRCS: 1.W.4)	SBTR	<i>Graphic Organizers</i> [1.W.4]				✓	
	v. Explore a variety of digital tools through teacher-led writing activities. (PRCS: 1.W.5)	SBTR	<i>Graphic Organizers: Cause and Effect – a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST</i>				✓	
	vi. Participate in shared research and writing projects (e.g., ABC books). (PRCS: 1.W.6)							
4B	Use Research and Information to:	1	<i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> [1.W.FS.9], [1.W.FS.10]				✓	
	i. Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question. (PRCS: 1.W.7)	2	<i>Letter Formation (TISL) Letter Recognition Activities Letter</i>				✓	
	ii. Recognize organization and							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iii. basic features of print. (PRCS: 1.W.FS.9) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (PRCS: 1.W.FS.9a)		<i>Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Summer Camp</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[1.W.FS.9], [1.W.FS.10]</i>					
	iv. Know and apply phonics and word analysis skills to decode words. Print from dictation all upper-and lowercase letters. (PRCS: 1.W.FS.10)	3	<i>Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Lamps</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[1.W.FS.9], [1.W.FS.10]</i>				✓	
		4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[1.W.FS.9], [1.W.FS.10]</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		5	Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.FS.9], [1.W.FS.10]				✓	
		6	Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.FS.9], [1.W.FS.10]				✓	
		7	Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.FS.10]				✓	
		8	Lesson 15 – Passage Reading: Prosody [1.W.7] through [1.W.FS.10]				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		SBTR	<i>Writing:</i> <i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [1.W.7] through [1.W.FS.10]				✓	
		SBTR	<i>Writing:</i> <i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>King Zung and the Lark</i> <i>Mitch's Big Fish Tale</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [1.W.FS.10]					
		SBTR	<i>Writing Extension: Lesson 23 – Day, Night, and Seasons, Writing a Letter</i> <i>Writing Extension: Lesson 28 – Earth: Rocks and Soil, Writing and Email Message</i> [1.W.7]				✓	
		SBTR	<i>Graphic Organizers: Cause and Effect – a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST</i> [1.W.7]				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		SBTR	<i>Writing Extension: Lesson 27 – A View from Above, Cycle 1, Writing An Acrostic Poem</i> [1.W.7], [1.W.FS.10]				✓	
(5) The student will demonstrate command of the conventions of English grammar and usage.								
5A	Use Grammar/Usage and Mechanics to:		<i>All Activities</i> [1.LA.1] through [1.LA.1d]					✓
	i. Demonstrate command of English grammar and usage when writing or speaking. (PRCS: 1.LA.1)	1	<i>Dusty the Dog and Coco the Cat, Mac and Cam, Sam Has Mail, Pam and the Cap</i> [1.LA.1a], [1.LA.1b]					✓
	ii. Use common and proper nouns. (PRCS: 1.LA.1a)	2	<i>Where Is Coco? The Act, Tim at Camp, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.LA.1a], [1.LA.1b], [1.LA.1c]					✓
	iii. Form singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop.</i>). (PRCS: 1.LA.1b)	3	<i>The Garden Trail, Cal and the Clam. Trips With My Family, Snails in a Pail, Stan the Man, The Lost Island, The Toads are Lost in the Rain, Pets</i> [1.LA.1a], [1.LA.1b], [1.LA.1c], [1.LA.1d]					✓
	iv. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk</i>							

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	<p><i>home.</i>). (PRCS: 1.LA.1c) v. Use frequently occurring adjectives. (PRCS: 1.LA.1d)</p>	SBTR	<p><i>Writing:</i> <i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes, Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [1.LA.1] through [1.LA.1d]</p>						✓
5B	<p>Use Conventions to: i. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p>	SBTR	<p><i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i></p>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
ii. Capitalize the first word in a sentence, dates, and names of people. (PRCS: 1.LA.2) iii. Use a period for end punctuation of sentences. (PRCS: 1.LA.2b) iv. Write a letter or letters for short and long-vowel sounds (phonemes). (PRCS: 1.LA.2c) v. Use conventional spelling for basic sight words with common spelling patterns and for frequently occurring irregular words (e.g., said - /s/ /e/ /d/). vi. Consult reference materials, including picture and standard dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first letter. (PRCS: 1.LA.2e)			<i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [1.LA.2], [1.LA.2a], [1.LA.2d]					
		3	<i>Word Masters Book: The Lost Island</i> <i>Word Masters Spelling Game</i> [1.LA.2c], [1.LA.2d], [1.LA.2e]					✓
		4	<i>Word Masters Book: The Great Pig</i> <i>Escape</i> <i>Word Masters Spelling Game</i> [1.LA.2d]					✓
		5	<i>Word Masters Book: Fun at Pine Cone</i> <i>Stream</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Word Masters Spelling Game</i> [1.LA.2d]					
		6	<i>Word Masters Book: The Kid in the Mask</i> <i>Word Masters Spelling Game</i> [1.LA.2c], [1.LA.2d], [1.LA.2e]					✓
		7	<i>Word Masters Book: The Case of the Haunted Barn</i> <i>Word Masters Spelling Game</i> [1.LA.2d]					✓
		CBTR 3	<i>Spelling with s-blend and short /o/</i> [1.LA.2c]					✓
		CBTR 4	<i>Spelling with Short /e/ and Blends</i> [1.LA.2c]					✓
		CBTR 5	<i>Spelling with Short /u/ and Blends</i> [1.LA.2c]					✓
		CBTR 6	<i>Blend Sounds with Letters to Read and Spell Words</i> [1.LA.2c]					✓
5C	Use Comprehesion and Collaboration to:		<i>All Activities</i> [1.LA.3]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands						
				1	2	3	4	5		
i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (PRCS: 1.LA.3) ii. Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal). (PRCS: 1.LA.3a) iii. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies. (PRCS: 1.LA.4) iv. Use context clues and illustrations to identify the meaning of unfamiliar words. (PRCS: 1.LA.4a) v. Add prefixes to words and determine new meaning. (PRCS: 1.LA.4b) vi. Uses basic phonemic awareness strategies to		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.LA.4]						✓	
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.LA.4]						✓	
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i>						✓	

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Reading Standard Strands

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
vii.	decode words. (PRCS: 1.LA.4c) Use compound words to derive meaning. (PRCS: 1.LA.4d)		<i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.LA.4] through [1.LA.4d]					
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Big Game</i> <i>The Green Team, My Dog Has Fleas</i> [1.LA.4] through [1.LA.4d]					✓
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [LAFS.1.L.3.4]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [1.LA.4] through [1.LA.4c]					✓
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [1.LA.4] through [1.LA.4c]					✓
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's</i>					✓

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Reading Standard Strands

- | | |
|--------------------|-------------------|
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [1.LA.4], [1.LA.4a]					
		9	<i>Inflected Endings: [ed], [ing], [s]</i> <i>TR Decoding Multisyllabic Words</i> <i>TR Inflected Ending -s</i> <i>TR Inflected Ending -ing</i> <i>TR Inflected Ending -ed</i> <i>TR Spelling Words with -ed, and -ing</i> [1.LA.4c]					✓
		10	<i>Cycle 10 Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Cycle 10 TR Inflected Ending -ing</i> <i>Cycle 10 TR Inflected Ending -ed</i> [1.LA.4c]					✓
		11	<i>TR Inflected Endings</i> [1.LA.4a], [1.LA.4c]					✓
		CBTR	<i>Spelling with endings y and ie</i> <i>Spelling- Changing the y to i</i>					✓

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- | | |
|--------------------|-------------------|
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [1.LA.4b]</i>					
		SBTR	<i>Prefixes, Suffixes [1.LA.4], [1.LA.4b]</i>					✓
5D	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of word relationships and differences in word meanings. (PRCS: 1.LA.5)		<i>All Activities [1.LA.5b], [1.LA.6]</i>					✓
	ii. Sort and categorize words (e.g., colors, clothing) to show comprehension and define words by category	1-3	<i>Letter Recognition, Sorting, Closed Sort [1.LA.5]</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (PRCS: 1.LA.5a)</p> <p>iii. Make and apply connections between words and their use (e.g., big park, small room). (PRCS: 1.LA.5b)</p> <p>iv. Act out word meanings. (PRCS: 1.LA.5c)</p> <p>v. Use words and phrases acquired through conversations and read-alouds. (PRCS: 1.LA.6)</p>	SBTR	<p><i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>[1.LA.5a] through [1.LA.6]</i></p>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.									
1A	Use Building on Others' Knowledge skills to: i. Listen and interact with peers during social interactions, read- alouds, and class, group, and partner discussions. (PRCS: 2.L.1) ii. Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses. (PRCS: 2.L.1a) iii. Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner. (PRCS: 2.L.1b) iv. Listen and respond to increasingly complex		<i>All Activities</i> [2.L.1], [2.L.1a], [2.L.1c], [2.L.1d]	✓					
		SBTR	<i>Comprehension: Lesson 4, Asking Questions</i> [2.L.1], [2.L.1f], [2.L.1g] <i>Foundations: Lesson 6 - Beginning Sound Discrimination</i> <i>Foundations: Lesson 12 - Letter Discrimination</i> <i>Foundations: Lesson 13 - Letter Discrimination</i> [2.L.1f]	✓					
		SBTR	<i>Our Solar System Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	v. Offer and respond to greetings/farewells using appropriate courtesy expressions. (PRCS: 2.L.1c)		<i>A View from Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2.L.1] through [2.L.1g]					
	vi. Listen and participate in rhymes, songs, chants, etc. (PRCS: 2.L.1e)		<i>Asking Questions</i> [2.L.1a]					
	vii. Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language. (PRCS: 2.L.1f)	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [2.L.1a], [2.L.1b]	✓				
	viii. Listen and respond to simple 5W questions. (PRCS: 2.L.1g)	2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [2.L.1a], [2.L.1b]	✓				
		4	<i>Rhyming and Poetry "Go! See! Here!"</i> [2.L.1], [2.L.1c], [2.L.1e] <i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [2.L.1g]	✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> [2.L.1a], [2.L.1g]	✓					
		6	<i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride</i> [2.L.1] through [2.L.1g]	✓					
		8	<i>Decodable Books: The Shrimp and the Shark, Shel and Beth</i> [2.L.1a], [2.L.1g]	✓					
		9	<i>HFW Book: The Best Trip</i> <i>Passage: Earthworms</i> [2.L.1a], [2.L.1g]	✓					
		10	<i>HFW Book: How Can That Be?</i> <i>Decodable Books: A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale, How Can That Be?</i> <i>Passage: Water Cycle, Insects, Going to the Vet</i> [2.L.1] through [2.L.1g]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
(2) Student will engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.								
2A	Evaluate Information and Respond Effectively to: i. Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences. (PRCS: 2.S.1) ii. Exchange common social and more formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences. (PRCS: 2.S.2) iii. Offer forms of greetings, farewells, and introductions using the appropriate courtesy expressions and	SBTR	<i>Our Solar System Mission</i> <i>Incredible Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2.S.1] through [2.S.2c]		✓			
		1	<i>Lesson 1: Identify Words in a Sentence</i> [2.S.1b], [2.S.2c]		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	respond accordingly. (PRCS: 2.S.2a) iv. Use words, phrases, and expanded sentences to express ideas for a variety of purposes (<i>e.g., communicate needs and desires</i>). (PRCS: 2.S.2b) v. Expand sentences to provide details (<i>e.g., time, manner, place, cause</i>) in shared language activities guided by the teacher and sometimes independently. (PRCS: 2.S.2c)								
2B	Use Key Ideas, Details, and Language skills to: i. Retell conversations and fictional and informational texts; and respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-	SBTR	<i>All Activities [2.S.3] through [2.S.6b]</i>		✓				
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap [2.S.3], [2.S.4], [2.S.6]</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. specific words. (PRCS: 2.S.3) Offer and support opinions by providing good reasons and increasingly detailed examples from experience and text.	2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [2.S.3], [2.S.5]		✓			
	iii. Tell and elaborate on statements, opinions, or arguments with increasing independence. (PRCS: 2.S.4)	3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [2.S.3] through [2.S.6b]		✓			
	iv. Describe personal experiences, using extended vocabulary, a growing number of nouns, noun phrases, adjectives, and verbs, to provide details appropriate to the situation and with some reliance still on first language to fill in gaps in oral English. (PRCS: 2.S.4a)	4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [2.S.5], [2.S.6a]		✓			
	v. Plan and deliver brief oral presentations on a variety of topics. (PRCS: 2.S.5)	5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> [2.S.5], [2.S.6a]		✓			
	v. Plan and deliver brief oral presentations on a variety of topics. (PRCS: 2.S.5)	6	<i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride</i> [2.S.5], [2.S.6a]		✓			
	v. Plan and deliver brief oral presentations on a variety of topics. (PRCS: 2.S.6)	8	<i>Decodable Books: The Shrimp and the Shark, Shel and Beth</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	vi. Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and domain-specific words in order to add detail while speaking. (PRCS: 2.S.6a)		<i>Decodable Books: The Shrimp and the Shark, Shel and Beth</i> [2.S.6a]					
		9	<i>HFW Book: The Best Trip</i> <i>Passage: Earthworms</i> [2.S.6], [2.S.6a]		✓			
	vii. Recite, memorize, or present more complex rhymes, poems, or songs. (PRCS: 2.S.6b)	10	<i>HFW Book: How Can That Be?</i> <i>Decodable Books: A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale, How Can That Be?</i> <i>Passage: Water Cycle, Insects, Going to the Vet</i> [2.S.3] through [2.S.6b]		✓			
	(3) Student will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.							
3A	Use Craft and Structure to: i. Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits)	0	<i>Comprehension: Character Analysis</i> [2.R.3], [2.R.3L], [2.R.3I]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. using greater detail based on understanding of a variety of grade- level and read-aloud texts and viewing of multimedia with light support. (PRCS: 2.R.1)	1	<i>Read-Aloud Book: Sam Has Mail</i> [2.R.1] through [2.R.2L]			✓		
	iii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (PRCS: 2.R.2)	3	<i>Decodable Book: Dots and Spots</i> <i>Decodable Book: The Toads Are Lost</i> [2.R.4]			✓		
	iv. Retell stories, including key details, and identify main idea or lesson. (PRCS: 2.R.2L)	4	<i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [2.R.1] through [2.R.4]			✓		
	v. Identify the main topic and key details of an informational text. (PRCS: 2.R.2I)	5	<i>HFW Book: The Bun for Us</i> <i>Decodable Books: Bug in the Mud, Fun at Home</i> [2.R.4]			✓		
	vi. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS: 2.R.3)	6	<i>Decodable Books: A Cute Mule, The Dunes</i> [2.R.3I], [2.R.4]			✓		
	vii. Describe how characters in a story respond to major	7	<i>HFW Book: Hide and Seek</i> [2.R.2], [2.R.4]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
viii. ix.	events and challenges. (PRCS: 2.R.3L) Describe the connection between two individuals, events, ideas, or pieces of information in an informational text. (PRCS: 2.R.3I)	8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [2.R.3L], [2.R.3I], [2.R.4]			✓		
		9	<i>HFW Book: The Best Trip</i> [2.R.2I]			✓		
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS: 2.R.4)	10	<i>HFW Book: How Can That Be?</i> [2.R.4]			✓		
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [2.R.1], [2.R.3I]			✓		
		CBTR 5	<i>Passage Reading: Prosody</i> [2.R.1], [2.R.2], [2.R.4]			✓		
		CBTR 7	<i>Passage Reading: Prosody</i> [2.R.1], [2.R.2], [2.R.4]			✓		
		CBTR 8	<i>Passage Reading: Prosody</i> [2.R.1], [2.R.2], [2.R.4]			✓		
		CBTR 9	<i>Passage Reading: Prosody</i> [2.R.1], [2.R.2], [2.R.4]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 10	<i>Comprehension: Character Analysis</i> [2.R.3], [2.R.3L], [2.R.3I]			✓		
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [2.R.4]			✓		
3B	Use Point of View to: i. Describe the major differences between literary and informational texts. (PRCS: 2.R.5) ii. Assess how point of view or purpose shapes the content and style of a text. (PRCS: 2.R.6) iii. Identify who is telling the story at various points in a text. (PRCS: 2.R.6L) iv. Distinguish between information provided by pictures or other illustrations in a text. (PRCS: 2.R.6I) v. Use illustrations and details in a text to describe its	1	<i>Read-Aloud Books: Sam Has Mail, Dusty the Dog and Coco the Cat, Mac and Cam Clem the Clown</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market</i> [2.R.6], [2.R.6L], [2.R.6I], [2.R.7]			✓		
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> [2.R.7]			✓		
		3	<i>Decodable Books: Dots and Spots, The Toads Are Lost</i> <i>Read-Aloud Books: The Garden Trail, Cal and Clam, Trips with My Family</i> <i>HFW Book: On the Dot</i> [2.R.6I], [2.R.7], [2.R.9],			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	characters, setting, events, or key ideas. (PRCS: 2.R.7)		[2.R.9L], [2.R.9I]					
vi.	Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS: 2.R.9)	4	<i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [2.R.5], [2.R.9], [2.R.9L], [2.R.9I]			✓		
vii.	Compare and contrast the adventures and experiences of characters in familiar stories. (PRCS: 2.R.9L)	5	<i>HFW Book: The Bun for Us</i> <i>Decodable Books: Bug in the Mud, Fun at Home</i> <i>BPA: Pets - Snakes</i> [2.R.5], [2.R.9L], [2.R.9I]			✓		
viii.	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures). (PRCS: 2.R.9I)	6	<i>Decodable Books: A Cute Mule, The Dunes</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i> [2.R.9], [2.R.9L], [2.R.9I]			✓		
		7	<i>Read-Aloud Book: Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> [2.R.6]			✓		

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Legend: Puerto Rico Core Standards for English Language Arts

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [2.R.6]			✓		
		9	<i>HFW Book: The Best Trip</i> [2.R.6L]			✓		
		10	<i>HFW Book: How Can That Be?</i> [2.R.6L]			✓		
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [2.R.6L]			✓		
		15	<i>Comprehension – Bridge Lesson: General Comprehension 2</i> [2.R.5] through [2.R.7]			✓		
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [2.R.9], [2.R.9L], [2.R.9I]			✓		
3C	Use Informational and Foundational Texts to: i. Read and comprehend folk	0	<i>Onset Rime Game</i> <i>[Matching Parts Game]</i> [2.R.FS.11c]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	tales and mystery/science fiction/fantasy stories of appropriate complexity. (PRCS: 2.R.10)	1	<i>Boom Train Song (Beg., Mid. End Sounds) [2.R.FS.11d]</i>			✓		
ii.	Recognize sounds (phonemes), syllables, and spoken words. (PRCS: 2.R.FS.11)	2	<i>Boom Train Song (Beg., Mid. End Sounds) TISL Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] [2.R.FS.11c]</i>			✓		
iii.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (PRCS: 2.R.FS.11a)	3	<i>Boom Train Song (Beg., Mid. End Sounds) ROND [2.R.FS.11d]</i>			✓		
iv.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (PRCS: 2.R.FS.11b)	4	<i>Boom Train Song (Beg., Mid. End Sounds) FEHG Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack HFW Book: My Hands and Feet Word Masters Book: The Great Pig Escape [2.R.10] through [2.R.FS.11d]</i>			✓		
v.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (PRCS: 2.R.FS.11c)							
vi.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-	6	<i>Boom Train Song (Beg., Mid. End Sounds) ZKVY Read-Aloud Books: Jen and Her</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (PRCS: 2.R.FS.11d)		<i>New Friends, The Last Scrap, A Special Delivery for Dusty, Time to Ride</i> [2.R.10] through [2.R.FS.11d]					
		7	<i>Boom Train Song (Beg., Mid. End Sounds) QX Read-Aloud Book: Where Will They Ride? HFW Book: Hide and Seek</i> [2.R.FS.11c] and [2.R.FS.11d]			✓		
		CBTR1	<i>Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/</i> [2.R.FS.11d]			✓		
3D	Use Phonological/Phonemic Awareness to: i. Know and apply phonics and word analysis skills to decode words. (PRCS: 2.R.FS.12) ii. Distinguish long and short vowels when reading regularly spelled one-syllable words. (PRCS: 2.R.FS.12a) iii. Decode regularly spelled	3	<i>Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/</i> <i>Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/</i> <i>Word Masters Book: The Lost Island</i> <i>Decodable Books: Snails in a Pail, The Toast in the Road, The Toads</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	two- syllable words with long vowels. (PRCS: 2.R.FS.12b)		<i>Are Lost, In the Rain</i> [2.R.FS.12b]					
	iv. Decode words with common prefixes and suffixes. (PRCS: 2.R.FS.12c)	4	<i>Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Word Masters Book: The Great Pig Escape Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas</i> [2.R.FS.12b]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		5	<i>Vowel Song, Long A /a-e/</i> <i>Vowel Long A /a-e/</i> <i>Blending Long A /a-e/</i> <i>In Context Reading with Long A /a-e/</i> <i>Vowel Song, Long O /o-e/</i> <i>Vowel Long O /o-e/</i> <i>Blending Long O /o-e/</i> <i>In Context Reading with Long O /o-e/</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Decodable Books: Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [2.R.FS.12b]			✓		
		6	<i>Vowel Song, Long I /i-e/</i> <i>Vowel Long I /i-e/</i> <i>Blending Long I /i-e/</i> <i>In Context Reading with Long I /i-e/</i> <i>Vowel Song, Long U /u-e/</i> <i>Vowel Long U /u-e/</i> <i>Blending Long U /u-e/</i> <i>In Context Reading with Long U /u-e/</i> <i>Word Masters Book: The Kid in the</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Mask</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [2.R.FS.12] through [2.R.FS.12c]					
		8	<i>R Controlled Vowels /er/ w/ spelling [er], [ir], [ur]</i> <i>In Context Reading with R Controlled Vowel [er]</i> <i>Vowel Long I [ire]</i> <i>Vowel Long U</i> [2.R.FS.12a]			✓		
		9	<i>Vowel Long A /ay/</i> <i>In Context Reading with Long A /ay/ Vowel Long E /ey/</i> <i>In Context Reading with Long E /ey/ Vowel Long I /ie/</i> <i>In Context Reading with Long I ie</i> <i>Vowel Long) /oe/</i> <i>In Context Reading with Long O //oe/ Vowel Long O /ow/</i> <i>In Context Reading with Long O /ow/ Variant Vowel /oi/</i> <i>Variant Vowel /oy/ Odd Balls: oi, oy Odd Balls: ol, ow</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Word Masters Book: Treasure at Pirate’s Bay</i> <i>Decodable Books: Elbert’s Birthday, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow</i> [2.R.FS.12] through [2.R.FS.12c]					
		10	<i>Odd Balls: au, aw, al</i> <i>Detective Dan</i> <i>In Context Reading: au, aw, al</i> <i>Odd Balls: ow-cow, vs ow- tow</i> <i>Detective Dan</i> <i>In Context Reading: ow</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: The Hero, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: The Water Cycle, Going to the Vet</i> [2.R.FS.12], [2.R.FS.12a], [2.R.FS.12b]			✓		
		11	<i>Odd Balls: oo as in zoo, ew, eu, ui</i> <i>In Context Reading with oo, ew, eu, ui</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Odd Balls: igh, ight, ild, ind</i> <i>In Context Reading with igh, ight, ind</i></p> <p><i>Odd Balls: oo as in foot</i> <i>In Context Reading with oo</i></p> <p><i>Passages: Hurricanes, The Dirt Detectives</i> [2.R.FS.12b]</p> <p><i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> [2.R.FS.12c]</p>					
3E	Use Print Concepts to: i. Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation). (PRCS: 2.R.FS.13)	1	<p><i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i></p> <p><i>Lesson 1: identify Words in a Sentence</i></p>			✓		
		SBTR	<p><i>Foundations: Lesson 2 – Sentence Segmentation</i></p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		SBTR	<i>Comprehension: Lesson 31 – Sequencing</i>			✓		
		CBTR 3	<i>Lesson 26: Reading for Meaning</i>			✓		
		CBTR 4	<i>Lesson 25: Reading for Meaning</i>			✓		
		CBTR 5	<i>Lesson 21: Reading for Meaning</i>			✓		
		CBTR 6	<i>Lesson 18: Reading for Meaning</i>			✓		
		CBTR 7	<i>Lesson 20: Reading for Meaning</i>			✓		
		CBTR 8	<i>Lesson 19: Reading for Meaning</i>			✓		
		CBTR 9	<i>Lesson 28: Reading for Meaning</i>			✓		
		CBTR 10	<i>Lesson 24: Reading for Meaning</i>			✓		
	(4) The student will write arguments to support points of view using valid reasoning and sufficient evidence.							
4A	Use Modes and Forms of the Writing Process to: i. Write to express feelings, familiar topics, experiences, and describe a picture; use	SBTR	<i>Writing Extension Activities: Earth: Day, Night, and Seasons Fields of Change: Spring/Summer Fields of Change: Autumn/Winter The Moon</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences. (PRCS: 2.W.1) ii. Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences. (PRCS: 2.W.2)		<i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Amazonia Alert!</i> <i>Bees at Risk!</i> <i>Weather Watchers</i> <i>The Rain Forest Howlers, Chapters 1 & 2</i> <i>Brookside's Best Science Fair Ever!</i> [2.W.1] through [2.W.6]						
	iii. Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences. (PRCS: 2.W.3) iv. Respond to questions and suggestions from peers and add details to strengthen writing as needed. (PRCS: 2.W.4) v. Explore a variety of digital tools to produce and publish writing, including in	10	<i>Decodable Books: How Can That Be?</i> <i>Our Solar System</i> <i>Mission Incredible</i> <i>The Moon</i> [2.W.5]				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	collaboration with peers. (PRCS: 2.W.5) vi. Participate in shared research and writing projects. (PRCS: 2.W.6)								
4B	Use Research and Information to: i. Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing. (PRCS: 2.W.7) ii. Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation). (PRCS: 2.W.9)	SBTR	<i>See Sam Sit</i> <i>The Toads Are Lost</i> <i>My Dog Has Fleas</i> <i>Late for the Game</i> <i>Homes</i> <i>Mitch's Big Fish Tales</i> <i>The Hero</i> <i>Our Solar System</i> <i>Earth: Day, Night, and Seasons</i> <i>A View from Above</i> <i>Atmoshere</i> <i>The Desert's Gift</i> <i>The Rain Forest Howlers</i> <i>Powers for the Planet</i> <i>Forest Fires</i> [2.W.7], [2.W.9]				✓		
(5) The student will demonstrate command of the conventions of English grammar and usage.									

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
5A	Use Grammar Usage/Mechanics to: i. Demonstrate command of English grammar and usage when writing or speaking. (PRCS: 2.LA.1) ii. Use collective nouns (e.g., group) and possessive nouns. (PRCS: 2.LA.1a) iii. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (PRCS: 2.LA.1b) iv. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (PRCS: 2.LA.1c) v. Use adjectives and choose between them depending on what is to be modified. (PRCS: 2.LA.1d) vi. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	3	<i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps, The Toast in the Road, In the Rain, The Lost Island</i> [2.LA.1] through [2.LA.1g]					✓
		4	<i>Fun With Friends, The Cleaning Attack, My Hands and Feet, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas, The Great Pig Escape</i> [2.LA.1] through [2.LA.1g] <i>Fred Has Ten Hens</i> [2.LA.1] through [2.LA.1e]					✓
		10	<i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, Chapter 1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects</i> [2.LA.1a], [2.LA.1c], [2.LA.1f], [2.LA.1g]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	vii. (PRCS: 2.LA.1e) Use frequently occurring conjunctions (e.g., and, but, or, so, because).	14	Bridge Lesson: Conjunctions [2.LA.1f]					✓
	viii. (PRCS: 2.LA.1f) Use articles (e.g., the, an, etc.) and demonstrative adjectives (e.g., this, that, etc.) as appropriate. (PRCS: 2.LA.1g)	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Earth: The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! [2.LA.1] through [2.LA.1g]					✓
		SBTR	Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; Earth: The Changing Surface; The Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires [2.LA.1] through [2.LA.1g]					✓
5B	Use Conventions to: i. Demonstrate command of the conventions of English		All Activities [2.LA.2] through [2.LA.2g]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	capitalization, punctuation, and spelling when writing. (PRCS: 2.LA.2) ii. Capitalize holidays, product names, and geographic names. (PRCS: 2.LA.2a) iii. Use punctuation for declarative, interrogative, and exclamatory sentences. (PRCS: 2.LA.2b) iv. Write a letter or letters for short and long-vowel sounds (phonemes). (PRCS: 2.LA.2c)	SBTR	<i>George Washington Carver</i> <i>Mission Incredible</i> [2.LA.2] through [2.LA.2g] <i>Earth: Day, Night and Seasons</i> <i>Fields of Change: Spring/ Summer</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil Atmosphere</i> <i>Weather Watchers</i> <i>Rain Forest Howlers, Part 2</i> [2.LA.2] through [2.LA.2d], [2.LA.2g]						✓
	v. Generalize learned spelling patterns (<i>word families</i>) when writing words (e.g., at: mat, cat, sat; ake: cake, bake, make). (PRCS: 2.LA.2d)	2	<i>Sam Tips the Lamp, See Sam Sit</i> [2.LA.2], [2.LA.2b], [2.LA.2f]						✓
	vi. Use commas in dates and to separate single words in a series. (PRCS: 2.LA.2e)	3	<i>Dots and Spots, The Toads Are Lost, The Garden Trail, Cal and the Clam, Trips with My Family, Lamps, The Toast in the Road, In the Rain, The Lost Island</i> [2.LA.2], [2.LA.2b], [2.LA.2f]						✓
	vii. Use conventional spelling for grade appropriate words with common spelling	4	<i>Fred Has Ten Hens, Fun With Friends, The Cleaning Attack, My Hands and Feet, Big Feet, Meg and</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
viii.	patterns and for some irregular words. (PRCS: 2.LA.2f) Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters. (PRCS: 2.LA.2g)		<i>the Hens, The Green Team, My Dog Has Fleas, The Great Pig Escape</i> [2.LA.2] through [2.LA.2g]					
		5	<i>Fun At Home, Late for the Game</i> [2.LA.2], [2.LA.2b], [2.LA.2f]					✓
		6	<i>The Dunes, Where is Jane?</i> [2.LA.2], [2.LA.2b], [2.LA.2f]					✓
		7	<i>Homes, Boats</i> [2.LA.2], [2.LA.2b], [2.LA.2f]					✓
		8	<i>A Big Squeeze, King Zung and the Lark</i> [2.LA.2e], [2.LA.2f]					✓
		9	<i>Mitch's Big Fish Tale, The Best Trip</i> [2.LA.2], [2.LA.2b], [2.LA.2f]					✓
		10	<i>George Washington Carver, The Three Little Bugs</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Parade, Water Cycle, Insects</i> [2.LA.2] through [2.LA.2g]					
		12	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons;</i> <i>Fields of Change: Spring/Summer;</i> <i>Fields of Change: Autumn/Winter;</i> <i>The Moon; A View from Above;</i> <i>Earth, Rocks, and Soil; Fossil</i> <i>Hunters: The Black Hills Dig;</i> <i>Earth: The Changing Surface</i> [2.LA.2] through [2.LA.2g]					✓
		13	<i>The Desert's Gift</i> [2.LA.2], [2.LA.2a], [2.LA.2b]					✓
5C	Use Comprehension and Collaboration to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (PRCS: 2.LA.3) ii. Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).	SBTR	<i>Fields of Change: Autumn/ Winter;</i> <i>The Moon; Earth: Rocks and Soil;</i> <i>The Changing Surface; Rain Forest</i> <i>Howlers, Part 1; The Desert's Gift;</i> <i>Bees at Risk; Power for the Planet;</i> <i>Forest Fires</i> [2.LA.3] through [2.LA.4a]					✓
		SBTR	<i>Our Solar System Mission</i> <i>Incredible</i> <i>Earth: Day, Night, and Seasons</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>iii. (PRCS: 2.LA.3a) Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.</p> <p>iv. (PRCS: 2.LA.3b) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.</p>		<p><i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2.LA.3] through [2.LA.4d]</p>					
	<p>v. (PRCS: 2.LA.4) Use illustrations, predictions, and context clues to help identify meaning of a word or phrase.</p> <p>vi. (PRCS: 2.LA.4a) Determine the meaning of the new word formed when a prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>vii. (PRCS: 2.LA.4b) Use the root word as a clue</p>	9	<p><i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales</i> Ch.1 <i>Passage: Going on A Ride</i> [2.LA.4b]</p> <p><i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales</i> Ch.1, <i>Mother Cat and Her Kittens</i> <i>Passage: Going on A Ride</i> <i>Multisyllabic Words: Two Syllable Words- IP Passages: Kittens, The Best Day</i> [2.LA.4c]</p>					✓

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				1	2	3	4	5	
viii.	to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). (PRCS: 2.LA.4c) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). (PRCS: 2.LA.4d)	10	<i>Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects [2.LA.4b], [2.LA.4c]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water Is A Good Thing</i> <i>Multisyllabic Words: [y_le]-T, GP, IP [2.LA.4c], [2.LA.4d]</i>						✓
		11	<i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes [2.LA.4b]</i>						✓

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				1	2	3	4	5
			<i>Inflected Ending: Nouns Inflected Ending : Verbs [2.LA.4c]</i> <i>Multisyllabic Words Multisyllabic Game [2.LA.4d]</i>					
		CBTR	<i>Spelling with Endings y and ie</i> <i>Spelling - Changing the y to i</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> <i>[2.LA.4b], [2.LA.4c]</i>					✓
		CBTR 9	<i>Inflected Ending -s Inflected Ending -ing Inflected Ending -ed [2.LA.4c]</i> <i>Inflected Ending -s Inflected Ending -ing Inflected Ending -ed</i> <i>Decoding Multisyllabic Words</i> <i>Spelling Multisyllabic Words [2.LA.4c], [2.LA.4d]</i>					✓
5D	Use Vocabulary Acquisition and Use to: i. Recognize word relationships and differences in word	CBTR 10	<i>Comprehension: Character Analysis [2.LA.5]</i>					✓

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				1	2	3	4	5
	meanings. (PRCS: 2.LA.5)	CBTR 11	<i>Inflected Endings</i> [2.LA.5b]					✓
ii.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (PRCS: 2.LA.5a)	SBTR	<i>Earth: Day, Night, Seasons</i> <i>Fields of Change: Spring/ Summer</i> <i>Fields of Change Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet 3</i> [2.LA.5d], [2.LA.6] <i>Prefixes, Suffixes</i> [2.LA.5c], [2.LA.6] <i>Shades of Meaning</i> [2.LA.5b], [2.LA.5c]					✓
iii.	Distinguish slight differences 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. (PRCS: 2.LA.5b)							
iv.	Relate word meanings through similar words (synonyms) or distinguish slight differences in word meanings. (PRCS: 2.LA.5c)	10	<i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water Is A Good Thing</i> [2.LA.5] through [2.LA.6]					✓
v.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts,							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	including using adjectives and connecting words (e.g., <i>conjunctions like and because</i>). (PRCS: 2.LA.5d) vi. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., <i>conjunctions like and because</i>). (PRCS: 2.LA.6)							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Building on Others' Knowledge skills to: i. Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions. (PRCS: 3.L.1) ii. Ask and answer detailed questions that stimulate conversation and refer to details from the text as the basis for opinions and conclusions, and use appropriate language structure according to purpose and setting (formal and informal).		<i>All Activities</i> [3.L.1], [3.L.1a], [3.L.1c]	✓				
		SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>The Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i>	✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	iii. (PRCS: 3.L.1a) Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in a socially appropriate manner.		<i>Forest Fires</i> [3.L.1] through [3.L.1e] <i>Graphic Organizer: Vocabulary Think-Through</i> <i>Graphic Organizer: Vocabulary Web A</i> <i>Graphic Organizer: Vocabulary Web B</i>						
	iv. (PRCS: 3.L.1b) Listen and respond to increasingly complex commands and directions.								
	v. (PRCS: 3.L.1c) Offer and respond to greetings/farewells using appropriate courtesy expressions.		SBTR	<i>Graphic Organizer: SWBST</i> <i>Graphic Organizer: Sequence Chart</i> <i>Graphic Organizer: Sequence Map</i> <i>Comprehension: Lesson 32 - Sequencing</i>	✓				
	vi. (PRCS: 3.L.1d) Listen and respond to 5W questions.			<i>Graphic Organizer: Story Map</i> [3.L.1b], [3.L.1e]					
	(PRCS: 3.L.1e)	SBTR 15	<i>Bridge Lesson: General Comprehension 3</i> [3.L.1] through [3.L.1e]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 12-14	<i>Lesson 10A: Vocabulary – Context</i> [3.L.1c]	✓				
		CBTR 15	<i>Bridge Lesson: General Comprehension 1</i> <i>Bridge Lesson: General Comprehension 2</i> [3.L.1] through [3.L.1e]	✓				
	(2) The student will engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.							
2A	Evaluate Information and Respond Effectively to: i. Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information. (PRCS: 3.S.1) ii. Use and apply common social greetings, retell texts, and recount experiences, using	SBTR	<i>Our Solar System Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface Atmosphere</i> <i>Weather Watchers</i> <i>Brookside’s Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert’s Gift</i> <i>Bees at Risk</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iii. increasingly detailed complete sentences. (PRCS: 3.S.2)		<i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [3.S.1] through [3.S.3]					
	iv. Exchange verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly. (PRCS: 3.S.2a)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> [3.S.1], [3.S.2a]		✓			
	v. Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions. (PRCS: 3.S.2b)	SBTR	<i>Graphic Organizer: Vocabulary Think-Through</i> <i>Graphic Organizer: Vocabulary Web A</i> <i>Graphic Organizer: Vocabulary Web B</i> <i>Graphic Organizer: Semantic Web</i> [3.S.3]		✓			
	v. Expand sentences to provide details (e.g., <i>They worked quietly; They ran across the soccer field.</i>) in shared language activities. (PRCS: 3.S.2c)	SBTR	<i>Graphic Organizer: SWBST</i> <i>Graphic Organizer: Sequence Chart</i> <i>Graphic Organizer: Sequence Map</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	vi. Retell fictional and informational texts; respond to stories, conversations, read-alouds, and presentations; and recount experiences using increasingly complex complete sentences and key words in order to add detail while speaking using expanded vocabulary and descriptive words. (PRCS: 3.S.3)		<i>Comprehension: Lesson 32 - Sequencing</i> <i>Graphic Organizer: Story Map [3.S.3]</i>					
SBTR 15		<i>Bridge Lesson: General Comprehension 3 [3.S.1] through [3.S.3]</i>		✓				
CBTR 12-14		<i>Lesson 10A: Vocabulary – Context [3.S.2c], [3.S.3]</i>		✓				
CBTR 15		<i>Bridge Lesson: General Comprehension 1</i> <i>Bridge Lesson: General Comprehension 2 [3.S.1] through [3.S.3]</i>		✓				
2B	Use Key Ideas, Details, and Language skills to: i. Offer and reinforce ideas and opinions by providing good reasoning and increasingly detailed text evidence and/or relevant background knowledge	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i>		✓			

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- 4 = Writing (W)
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. about the subject matter. (PRCS: 3.S.4) Describe personal experiences or ideas from a fictional or informational text, choosing appropriate language according to purpose, context, and audience and using grade appropriate grammar. (With support in the first language as necessary.) (PRCS: 3.S.5)		<i>Fossil Hunters: The Black Hills Dig</i> <i>Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>The Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [3.S.4] through [3.S.6a]					
	iii. Plan and deliver brief oral presentations on a variety of topics & content areas. (PRCS: 3.S.6)	SBTR	<i>Comprehension: Lesson 2 – Making Predictions</i> <i>Comprehension: Lesson 24 – Making Inferences</i> [3.S.4] <i>Comprehension: Lesson 26 – Compare and Contrast Two Texts</i> [3.S.6], [3.S.6a]		✓			
	iv. Retell and summarize familiar stories or short informational texts and recount experiences using complete sentences, key words, and a growing number of academic and content-specific words in order to add important details or the main idea. (PRCS: 3.S.6a)	CBTR 15	<i>Bridge Lesson – General Comprehension 3</i> [3.S.4] through [3.S.6a]		✓			

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				1	2	3	4	5
(3) The students will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.								
3A	Use Craft and Structure to: i. Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. (PRCS: 3.R.1) ii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details	8	<i>Decodable Book: The Fox Pack</i> [3.R.2], [3.R.2I], [3.R.3], [3.R.3L]			✓		
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [3.R.1], [3.R.2]			✓		
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [3.R.1] through [3.R.4I]			✓		
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [3.R.3]			✓		
		13	<i>Book: Desert's Gift</i> <i>Passages: Monkey Brothers and the</i>			✓		

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	and ideas. (PRCS: 3.R.2)		<i>Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [3.R.1] through [3.R.4I]					
iii.	Recount stories, including fables and folktales from diverse cultures, and determine main idea, lesson, or moral. (PRCS: 3.R.2L)	SBTR	<i>Character</i> [3.R.3], [3.R.3L], [3.R.3I]			✓		
iv.	Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text. (PRCS: 3.R.2I)	CBTR 10	<i>Comprehension: Character Analysis</i> [3.R.3], [3.R.3L], [3.R.3I]			✓		
v.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS: 3.R.3)							
vi.	Describe how characters in a story respond to major events and challenges. (PRCS: 3.R.3L)							
vii.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in							

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				1	2	3	4	5	
	an informational text. (PRCS: 3.R.3I) viii. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS: 3.R.4) ix. Describe how words and phrases (<i>e.g., regular beats, alliteration, rhymes, repeated lines</i>) supply rhythm and meaning in a story, poem, or song. (PRCS: 3.R.4L) x. Determine the meaning of words and phrases in an informational text. (PRCS: 3.R.4I)								
3B	Use Point of View and Text Structure to: i. Analyze the structure of texts, including how	8	<i>Comprehension Book: The Queen's Suitcase</i> [3.R.5], [3.R.6], [3.R.7L]			✓			

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	specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (PRCS: 3.R.5)	9	<i>Decodable Book: Mitch's Big Fish Tales</i> [3.R.6L]			✓		
ii.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a literary text including describing how the beginning introduces the story and the ending concludes the action. (PRCS: 3.R.5L)	10	<i>Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail</i> [3.R.5], [3.R.5L], [3.R.5I] <i>Comprehension Book: Who is Following Us? Ch.1</i> <i>Decodable Books: A Star is Born Ch.1</i> <i>Decodable Books: The Hero Ch. 1</i> <i>Decodable Books: The Three Little Bugs Ch.1</i> <i>Decodable Books: Humphrey the Humpback Whale Ch.1</i> [3.R.5], [3.R.7L]			✓		
iii.	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently. (PRCS: 3.R.5I)	11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [3.R.5], [3.R.7L]			✓		

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				1	2	3	4	5
iv.	Assess how point of view or purpose shapes the content and style of a text. (PRCS: 3.R.6)	12	<i>Book: Mission Incredible Ch. 1</i> <i>Book: A View From Above</i> <i>Book: Weather Watchers</i> <i>Book: Brookside's Best Science Fair Ever</i> [3.R.5] through [3.R.7I] <i>Lesson 13: Author's Purpose</i> [3.R.6I]			✓		
		13	<i>Book: The Rain Forest Howlers</i> [3.R.5] through [3.R.7I]			✓		
v.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (PRCS: 3.R.6L)	14	<i>Bridge Lesson: Compare and Contrast</i> [3.R.6L]			✓		
		CBTR 5	<i>Passage Reading: Prosody</i> [3.R.6I]			✓		
vi.	Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe. (PRCS: 3.R.6I)	CBTR 7	<i>Passage Reading: Prosody</i> [3.R.6I]			✓		
		CBTR 9	<i>Passage Reading: Prosody</i> [3.R.6I]			✓		
vii.	Integrate and evaluate content presented in diverse media and formats. (PRCS: 3.R.7)	SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [3.R.6I], [3.R.7L], [3.R.7I]			✓		
		viii.	Use information gained from the illustrations and words in a print or digital literary text to demonstrate					

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	understanding of its characters, setting, or plot. (PRCS: 3.R.7L) ix. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text. (PRCS: 3.R.7I)		<i>Comprehension: Lesson 28 Compare and Contrast, Grade 3 [3.R.6L]</i> <i>Comprehension: Lesson 19 – Author’s Purpose [3.R.6I]</i>						
3C	Use Informational and Foundational Texts to: i. Describe how reasons support specific points the author makes in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS: 3.R.8) ii. Compare and contrast two or more authors’ presentations of similar themes or topics. (PRCS: 3.R.9)	10	<i>Passages: Water Is A Good Thing, Pet Parade, People Send Mail [3.R.8], [3.R.9], [3.R.9I]</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
iii. Compare and contrast two or more versions of the same story (e.g., <i>Cinderella stories</i>) by different authors, from different cultures, or from different time periods. (PRCS: 3.R.9L) iv. Compare and contrast the most important points presented by two informational texts on the same topic. (PRCS: 3.R.9I) v. Read and comprehend narratives and stories, biographies, autobiographies, realistic fiction, and other types of passages of appropriate complexity. (PRCS: 3.R.10)		11	<i>Passages: The Dirt Detectives</i> [3.R.8], [3.R.9], [3.R.9I]			✓		
		12	<i>Lesson 13: Author's Purpose</i> [3.R.8]			✓		
		15	<i>Bridge Lesson: General Comprehension 2</i> [3.R.9I] <i>Bridge Lesson: General Comprehension 3</i>			✓		
		CBTR 5	<i>Passage Reading: Prosody</i> [3.R.9]			✓		
		CBTR 7	<i>Passage Reading: Prosody</i> [3.R.9]			✓		
		CBTR 9	<i>Passage Reading: Prosody</i> [3.R.9]			✓		
		SBTR	<i>Graphic Organizer – Venn Diagram</i> [3.R.9], [3.R.9L], [3.R.9I] <i>Comprehension: Lesson 26 – Compare and Contrast Two Texts, Grade 3</i> [3.R.9I]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Comprehension: Lesson 19 – Author’s Purpose, Grade 3</i> [3.R.8]					
		SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Brookside’s Best Science Fair Ever!, Water Recycled, Welcome to the Rain Forest, Alex to the Rescue</i> [3.R.8], [3.R.9], [3.R.9I], [3.R.10]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
3D	Use Phonological/Phonemic Awareness to: i. Identify sounds (phonemes), syllables, and words. (PRCS: 3.R.FS.11) ii. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (PRCS: 3.R.FS.11a) iii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (PRCS: 3.R.FS.11b) iv. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes). (PRCS: 3.R.FS.11c) v. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme	0	<i>Lesson 2: Counting Syllables of Spoken Words</i> [3.R.FS.11c] <i>Lesson 3: Counting Syllables</i> [3.R.FS.11c], [3.R.FS.11a]			✓		
		2-3	<i>Phonemic Awareness: Ending Sounds</i> [3.R.FS.11a], [3.R.FS.11b], [3.R.FS.11c]			✓		
		2	<i>Lesson 2: Segment 1-2 Syllable Words</i> [3.R.FS.11], [3.R.FS.11a]			✓		
		3	<i>Lesson 11: Vowels Sound A</i> [3.R.FS.11]			✓		
		7	<i>Open Syllable, Vowels at the end of a one syllable word</i> <i>Decodable Books: The Big Game, The Oatmeal Man</i> [3.R.FS.11] through [3.R.FS.12d]			✓		
		9	<i>Multisyllabic Words</i> <i>Passage: Joel and Kay's Best Day</i> <i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	(consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)		<i>Tales, Kittens</i> [3.R.FS.11c], [3.R.FS.11d]					
vi.	Know and apply phonics and word analysis skills to decode words. (PRCS: 3.R.FS.12)	10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water is a Good Thing, Pet Parade</i> [3.R.FS.11] through [3.R.FS.12d]			✓		
vii.	Identify and know the meaning of the most common prefixes and suffixes. (PRCS: 3.R.FS.12a)							
viii.	Decode multi-syllable words. (PRCS: 3.R.FS.12b)	11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> [3.R.FS.11] through [3.R.FS.12d]			✓		
ix.	Read increasing number of irregularly spelled words fluently. (PRCS: 3.R.FS.12c)							
x.	Know and apply the spelling-sound correspondences for common consonant digraphs. (PRCS: 3.R.FS.12d)	12	<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever!</i> <i>Passage: Exploring Space</i> [3.R.FS.11] through [3.R.FS.12d]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		13	<i>Books: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons From The Front Lines Cumulative Assessment: Units 1-3 - Vocabulary and Comprehension [3.R.FS.11] through [3.R.FS.12d]</i>			✓		
		CBTR	<i>Vocabulary: Structural Analysis [3.R.FS.11], [3.R.FS.12]</i>			✓		
		CBTR 2	<i>Lesson 24 – Reading for Meaning [3.R.FS.11c], [3.R.FS.11d]</i>			✓		
		CBTR 6	<i>Lesson 18 – Reading for Meaning [3.R.FS.11c], [3.R.FS.11d]</i>			✓		
		CBTR 9	<i>Decoding Multisyllabic Words Long Vowel Open Syllable Spelling Multisyllabic Words [3.R.FS.11c], [3.R.FS.11d], [3.R.FS.12d]</i>			✓		
		CBTR 10	<i>Lesson 24 – Reading for Meaning [3.R.FS.11c], [3.R.FS.11d]</i>			✓		
		CBTR 11	<i>Multisyllabic Words [3.R.FS.11c]</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> [3.R.FS.12a]					
		CBTR 12-14	<i>Lesson 3A: Vocabulary – Structural Analysis</i> [3.R.FS.12]			✓		
		SBTR	<i>Decoding Multisyllabic Words</i> <i>Closed Syllables ending with -le and -y</i> <i>Identify and Read Syllable Patterns</i> <i>Closed Syllables with -le and -y</i> [3.R.FS.11c], [3.R.FS.11d], [3.R.FS.12d] <i>Prefixes</i> <i>Suffixes</i> [3.R.FS.12a]			✓		
3E	Use Print Concepts to: i. Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation). (PRCS: 3.R.FS.13)	9	<i>Multisyllabic Words</i> <i>Passages: Joel and Kay’s Best Day</i> <i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch’s Big Fish Tales, Kittens, Joel and Kay’s Best Day</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water is a Good Thing, Pet Parade</i>			✓		
		11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i>			✓		
		12	<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever! Ever</i> <i>Passage: Exploring Space</i>			✓		
		13	<i>Books: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3- Vocabulary and</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Comprehension</i>					
		CBTR	<i>Foundations: Lesson 2 – Sentence Segmentation</i>			✓		
		CBTR 1	<i>Lesson 1: Identify Words in a Sentence</i>			✓		
		SBTR	<i>Lesson 8: Phonological Awareness</i>			✓		
(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.								
4A	Use Modes and Forms of the Writing process to: i. Offer and support ideas, feelings, and opinions on familiar topics, experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter. (PRCS: 3.W.1) ii. Write informational texts (e.g., "how-to" book,	SBTR	<i>Writing Extensions: Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Earth: The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever!</i>				✓	

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				1	2	3	4	5	
iii.	<p><i>simple report</i>) with increasing independence, and organize key ideas and details in a clear sequence. (PRCS: 3.W.2)</p> <p>Write literary texts with increasing independence using appropriate text organization and using transitional words and other cohesive devices to better organize writing. (PRCS: 3.W.3)</p>		<p><i>The Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [3.W.1] through [3.W.6]</p>						
		15	<p><i>Bridge Lesson – General Comprehension 3</i> [3.W.1] through [3.W.6]</p>				✓		
		SBTR	<p><i>Graphic Organizers: Drawing Conclusions, Story Element Chart, Vocabulary Web A & B, Character Analysis Chart, Sequence Chart</i> [3.W.4]</p>				✓		
iv.	<p>Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (PRCS: 3.W.4)</p>								
v.	<p>Use a variety of digital tools to produce and publish writing, including in collaboration with peers. (PRCS: 3.W.5)</p>								
vi.	<p>Participate in shared research and writing</p>								

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				1	2	3	4	5
	projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (PRCS: 3.W.6)							
4B	Use Research and Information to: <ul style="list-style-type: none"> i. Students remember information about experiences or gather information from print and digital sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing. (PRCS: 3.W.7) ii. Write routinely over short time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences. (PRCS: 3.W.8) iii. Apply the distinguishing features of a sentence when writing (e.g., first 	SBTR	Writing Extensions: Power for the Planet, Parts 1-2 Coral Reefs, Parts 1-3 Ecosystem, Parts 1-3 [3.W.7], [3.W.8], [3.W.9]				✓	

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				1	2	3	4	5	
	<i>word, capitalization, ending punctuation).</i> (PRCS: 3.W.9)								
(5) Demonstrate command of the conventions of English grammar and usage.									
5A	Demonstrate command of English grammar and usage when writing or speaking. (PRCS: 3.LA.1) i. Use nouns and adjectives in increasingly complex grammatically correct sentences. (PRCS: 3.LA.1a) ii. Form and use regular and irregular plural nouns. (PRCS: 3.LA.1b) iii. Use reflexive pronouns (e.g., myself, ourselves). (PRCS: 3.LA.1c) iv. Use an apostrophe to form contractions and frequently occurring possessives. (PRCS: 3.LA.1d)	SBTR	<i>Writing Extensions: Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Earth: The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! The Rain Forest Howlers, Parts 1-2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet, Parts 1-3</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
v. vi. vii. viii. ix.	Form and apply regular and irregular verbs. (PRCS: 3.LA.1e) Form and apply the simple present, past, and future (e.g., <i>I walk, I walked, I will walk</i>) verb tenses. (PRCS: 3.LA.1f) Form and apply the appropriate comparative and superlative adjectives (e.g., good, better, best), to modify a noun. (PRCS: 3.LA.1g) Combine two simple sentences to make a compound sentence by adding "and," "but," or "because." Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched</i>)		<i>Forest Fires</i> <i>Fred Has Ten Hens</i>					
			<i>Word Meaning using Dictionary</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[3.LA.1a] through [3.LA.1k]</i>					
			<i>Vocabulary Category Cards - Contractions</i> <i>[3.LA.1d]</i>					
			<i>Vocabulary Category Cards - Verbs</i> <i>[3.LA.1f]</i>					
		1	<i>HFW: and, has, see, the HFW Book: Pam and the Cap</i> <i>[3.LA.1e]</i>					✓
		11	<i>Lesson 10 - Contractions</i> <i>[3.LA.1d]</i>					✓
		15	<i>Bridge Lesson - Plurals</i> <i>[3.LA.1b]</i>					✓

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				1	2	3	4	5
	<p>x. <i>by the little boy.</i>) (PRCS: 3.LA.1i) Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>). (PRCS: 3.LA.1j)</p> <p>xi. Form and use homophones. (PRCS: 3.LA.1k)</p>	ISIP Advanced Reading	<p><i>Lesson Overview 6B: Spelling - -s and -es Verb Endings</i> [3.LA.1f]</p> <p><i>Lesson Overview 5A: Spelling - Compound Words</i> [3.LA.1h]</p>					✓
5B	Use Conventions to:		<i>All Activities</i> [3.LA.2] through [3.LA.2g]					✓
	i. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (PRCS: 3.LA.2)	2	<i>Read-Aloud Book: Pam and the Cap</i> <i>HFW: go, his, is, this</i> <i>HFW Book: Tim at Camp</i> [3.LA.2e]					
	ii. Capitalize appropriate words in titles. (PRCS: 3.LA.2a)	3	<i>HFW Words: they, you, are, here</i> <i>HFW Book: On the Dot</i> [3.LA.2e]					✓
	iii. Use commas in writing. (PRCS: 3.LA.2b)							
	iv. Use commas in greetings and closings of letters and quotation marks in dialogue. (PRCS: 3.LA.2c)	4	<i>HFW Words: with, my, where, to</i> <i>HFW Book: My Hands and Feet</i> [3.LA.2e]					✓

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				1	2	3	4	5
v. Form and use possessives. (PRCS: 3.LA.2d) vi. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). (PRCS: 3.LA.2e) vii. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. (PRCS: 3.LA.2f) viii. Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the entire word. (PRCS: 3.LA.2g)		5	<i>HFW: what, said, her, for</i> <i>HFW Book: The Bun for Us</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> [3.LA.2e]					✓
		6	<i>HFW: was, that, from, she</i> <i>HFW Book: Where Is Jane?</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> [3.LA.2e]					✓
		7	<i>HFW: do, have, come, of, their, some</i> <i>HFW Book: Hide and Seek</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> [3.LA.2e]					✓
		8	<i>HFW Book: I Like to Help</i> [3.LA.2e]					✓
		9	<i>HFW Book: The Best Trip</i> [3.LA.2e]					✓
		10	<i>HFW Book: How Can That Be?</i> [3.LA.2e]					✓
		11	<i>Prefixes: un, mis, dis, re, pre</i> <i>In Context Reading with Prefixes</i>					✓

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				1	2	3	4	5
			<i>Suffixes: er, or, ly, ful, less</i> [3.LA.2d], [3.LA.2e]					
		CBTR 1	<i>Read Sentences with HFW's: and, the, see, has</i> [3.LA.2e]					✓
		CBTR 2	<i>Read Sentences with HFW's: this, is, his, go</i> [3.LA.2e]					✓
		CBTR 5	<i>Passage Reading: Prosody</i> [3.LA.2e]					✓
		CBTR 7	<i>Passage Reading: Prosody</i> [3.LA.2e]					✓
		CBTR 8	<i>Passage Reading: Prosody My Illustrations Passage Reading: Prosody</i> [3.LA.2e]					✓
		CBTR 9	<i>Read High Frequency Words</i> [3.LA.2e]					✓
		CBTR 10	<i>HFW's</i> <i>Read HFW's in Sentences</i> [3.LA.2e]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 11	<i>HFW's Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [3.LA.2d], [3.LA.2e]</i>					✓
		SBTR	<i>Pr [3.LA.2e]</i>					✓
		SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1-2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1-3 Forest Fires</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Word Meaning using Dictionary Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter Earth: Rocks and Soil Power for the Planet [3.LA.2] through [3.LA.2g]</i>					
5C	Use Comprehension and Collaboration to: <ol style="list-style-type: none"> i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (PRCS: 3.LA.3) ii. Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal). (PRCS: 3.LA.3a) iii. Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and 	SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Brookside's Best Science Fair Ever!, Water Recycled,</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	with support. (PRCS: 3.LA.3b)		<i>Welcome to the Rain Forest, Alex to the Rescue</i> [3.LA.3], [3.LA.3a], [3.LA.3b]					
5D	Use Vocabulary Acquisition and Use to:	1	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [3.LA.4], [3.LA.4a]					✓
	i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies. (PRCS: 3.LA.4)	2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [3.LA.4], [3.LA.4a]					✓
	ii. Identify new meanings for familiar words and apply them accurately (e.g., <i>knowing duck is a bird and learning the verb to duck</i>). (PRCS: 3.LA.4a)	3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: The Garden Trail,</i>					✓
	iii. Use context clues to help determine the meaning of a word or phrase. (PRCS: 3.LA.4b)							
iv. Use the most frequently occurring suffixes (e.g., <i>-s, -ed, -ing, -ful, -less</i>) as a								

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	v. Determine the meaning of the new word formed when a prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). (PRCS: 3.LA.4c)		<i>Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [3.LA.4a], [3.LA.4b]					
	vi. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (PRCS: 3.LA.4d)							
	vii. Use knowledge of the meaning of individual words to determine the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). (PRCS: 3.LA.4e)	4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3.LA.4] through [3.LA.4f]					✓
viii. Use glossaries and beginning dictionaries,								

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	both print and digital, to determine or clarify the meaning of words and phrases. (PRCS: 3.LA.4g)	5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [3.LA.4] through [3.LA.4f]					✓
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [3.LA.4a], [3.LA.4b]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [3.LA.4a], [3.LA.4b], [3.LA.4c]					✓
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [3.LA.4a], [3.LA.4e]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share [3.LA.4] through [3.LA.4f]</i>						✓
		10	<i>Read Aloud Book: Who Is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three</i> <i>Little Bugs, Whales, How Mountains Form, George Washington Carver,</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Humphrey the Humpback Whale, How Can That Be?</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [3.LA.4a], [3.LA.4b]					
		11	<i>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us?</i> <i>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives</i> [3.LA.4] through [3.LA.4c]					✓
		ISIP Advanced Reading	<i>Lesson Overview 1A: Using Context, Completing Sentence Stems, Applying Target Words, Using Prefixes</i> [3.LA.4b], [3.LA.4d], [3.LA.4d] <i>Lesson Overview 1C: Simple Prefixes and Base Words</i> [3.LA.4], [3.LA.4b], [3.LA.4d]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		ISIP Adanced Reading	<i>Lesson Overview 2C Spelling Tier 1: Simple Suffixes [3.LA.4c], [3.LA.4e]</i>					✓
		CBTR 10	<i>Spelling with Endings y and ie Spelling- Changing the y to I [3.LA.4c], [3.LA.4e]</i>					✓
		CBTR 11	<i>Suffixes: ful, ly, less, er, or Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [3.LA.4c], [3.LA.4e]</i>					✓
		SBTR	<i>Prefixes, Suffixes [3.LA.4], [3.LA.4b], [3.LA.4c], [3.LA.4d], [3.LA.4e]</i>					✓
5E	Use Understanding Word Relationships and Nuances to: i. Identify figurative language, word relationships and differences in word meanings. (PRCS: 3.LA.5) ii. Distinguish the literal and nonliteral meanings of	1	<i>Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [3.LA.5]</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	iii. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (PRCS: 3.LA.5b) iv. Distinguish meaning among closely related verbs (e.g. Toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny). (PRCS: 3.LA.5c) v. Accurately use basic conversational, general academic, and content area words and phrases. (PRCS: 3.LA.6)	2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [3.LA.5]						✓
		3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [3.LA.5]						✓
		4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends,</i>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3.LA.5] through [3.LA.6]					
		5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [3.LA.5], [3.LA.5a], [3.LA.5b]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [3.LA.5] through [3.LA.6]						✓
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [3.LA.5a], [3.LA.5b]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [3.LA.5a], [3.LA.6]					✓
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [3.LA.5], [3.LA.5a], [3.LA.5b], [3.LA.6]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be?</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [3.LA.5b], [3.LA.6]						✓
		11	<i>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us?</i> <i>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			[3.LA.5], [3.LA.5a], [3.LA.5b], [3.LA.5c]					
		CBTR	Blending Beginning/Middle/ Ending Sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/ Read Words with Vowel Sounds /ee/ /ea/ Comprehension: Character Analysis [3.LA.5]					✓
		CBTR 10	Spelling with Endings y and ie Spelling- Changing the y to I [3.LA.5b]					✓
		CBTR 11	Suffixes: ful, ly, less, er, or Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [3.LA.5c]					✓
		SBTR	Prefixes Suffixes [3.LA.5c]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Building on Others' Knowledge skills to: i. Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions. (PRCS: 4.L.1) ii. Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence. (PRCS: 4.L.1a) iii. Interact in a socially appropriate manner through verbal and nonverbal		<i>All Activities [4.L.1] through [4.L.1e]</i>	✓					
		SBTR	<i>Fields of Change: Autumn/ Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.L.1] through [4.L.1e]</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	communication. (PRCS: 4.L.1b) iv. Listen, give, and respond to complex instructions and directions. (PRCS: 4.L.1c) v. Listen and respond during read-alouds to a variety of narrative and informational texts. (PRCS: 4.L.1d) vi. React or answer the 5W questions in formal and informal discussions using a physical or verbal response. (PRCS: 4.L.1e)								
	(2) The student will engage in discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.								
2A	Evaluate Information and Respond Effectively to:		<i>All Activities [4.S.1] through [4.S.2b]</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	i. Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information. (PRCS: 4.S.1) ii. Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences. (PRCS: 4.S.2)	SBTR	<i>Fields of Change: Autumn/Winter The Moon</i> <i>Earth: Rocks and Soil Earth: The Changing Surface</i> <i>The Rain Forest Howlers, Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires [4.S.1] through [4.S.3]</i>		✓			
	iii. Interact in verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly. (PRCS: 4.S.2a) iv. Use correct grammar in expanded simple sentences to express	SBTR	<i>Comprehension: Lesson 50 – Informational Texts/Understanding Procedural Text: How to be an Underwater Explorer</i> <i>Comprehension: Lesson 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger</i> <i>Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement [4.S.1] through [4.S.3]</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	<p>ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions. (PRCS: 4.S.2b)</p> <p>v. Expand sentences to provide details in shared language activities. (PRCS: 4.S.2c)</p> <p>vi. Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning. (PRCS: 4.S.3)</p>				✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
2B	Use Key Ideas, Details, and language skills to: i. Negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses. (PRCS: 4.S.4) ii. Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.) (PRCS: 4.S.5) iii. Plan and deliver oral presentations on a variety of topics and content areas. (PRCS: 4.S.6) iv. Retell, explain, and	12	<i>Passage: Exploring Space</i> [4.S.5], [4.S.6] <i>Books: Our Solar System, Rocks and Soil</i> <i>Passage: Natural Resources</i> [4.S.6] through [4.S.6b]		✓			
		13	<i>Books: Survivors, Amazonia Alert!</i> <i>Cumulative Assessment: Unit 1 & Unit 2 – Comprehension</i> [4.S.6] through [4.S.6b]		✓			
		SBTR	<i>Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i> [4.S.4], [4.S.6], [4.S.6a], [4.S.6b]		✓			
		SBTR	<i>Comprehension: Lesson 55 – Literature Poetry Analysis: A View From Above</i> [4.S.6b]		✓			

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- | | |
|--------------------|-------------------|
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| 3 = Reading (R) | |

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	summarize texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision. (PRCS: 4.S.6a) v. Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience. (PRCS: 4.S.6b)							
(3) Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.								
3A	Use Craft and Structure to: i. Use in-depth critical reading of a variety of relevant texts to describe ideas, events,	12	<i>Books: Our Solar System, Rocks and Soil</i> <i>Passage: Natural Resources</i> [4.R.1], [4.R.2]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize (<i>fact vs. opinion and fiction vs. nonfiction</i>) as well as <i>facts/supporting details from the texts.</i> (PRCS: 4.R.1) ii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (PRCS: 4.R.2) iii. Recount stories, including fables, folktales, and myths from diverse cultures;		<i>Book: Fields of Change - Questions</i> <i>Passage: A Trip to the Grand Canyon - Questions</i> <i>Book: Weather Watchers - Questions</i> <i>Book: Brookside's Best Science Fair Ever - Questions</i> [4.R.2I], [4.R.3I], [4.R.4], [4.R.4L], [4.R.4I]					
13		<i>Books: Amazonia Alert!, Survivors, Nature's Healers</i> <i>Cumulative Assessment: Unit 1 & Unit 2- Comprehension</i> [4.R.1], [4.R.2] <i>Books: Survivors, Nature's Healers, Amazonia Alert!</i> <i>Cumulative Assessment: Unit 1 & Unit 2- Comprehension</i> [4.R.1], [4.R.2], [4.R.2I] <i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 3- Comprehension</i> [4.R.1] through [4.R.4I]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (PRCS: 4.R.2L)	CBTR	<i>Main Idea</i> [4.R.2I], [4.R.2I]			✓		
		SBTR	<i>All Activities</i> [4.R.1], [4.R.2]			✓		
iv.	Determine the main idea of an informational text; recount the key details and explain how they support the main idea. (PRCS: 4.R.2I)	SBTR	8- <i>Literature Literary Analysis</i> 9- <i>Literature Elements of Fiction</i> 10 - <i>Literature Elements of Fiction</i> [4.R.3], [4.R.3L]			✓		
v.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS: 4.R.3)							
vi.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (PRCS: 4.R.3L)							
vii.	Describe the relationship between a							

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- | | |
|--------------------|-------------------|
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. (PRCS: 4.R.3I)</p> <p>viii. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS: 4.R.4)</p> <p>ix. Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. (PRCS: 4.R.4L)</p>							

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	x. Determine the meaning of general academic and content-specific words and phrases in an informational text. (PRCS: 4.R.4I)								
3B	Use Point of View and Text Structure to: i. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (PRCS: 4.R.5) ii. Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (PRCS: 4.R.5L)	12	<i>Book: A View From Above: A Collection of Moon Poems</i> [4.R.5], [4.R.5L]			✓			
		SBTR	<i>Comprehension Lesson 19 – Author’s Purpose</i> [4.R.6], [4.R.6L], [4.R.6I]			✓			
		SBTR	<i>Cycle 14 Bridge Lesson: Compare and Contrast</i> <i>Comprehension Lesson 26 – Compare and Contrast Two Texts</i> <i>Lesson 47: Informational Texts – Amazonia Alert</i> <i>Lesson 48: Informational Texts – The World’s Healers</i> <i>Lesson 49: Informational Texts –</i>			✓			

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				1	2	3	4	5
	<p>iii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently in informational texts. (PRCS: 4.R.5I)</p> <p>iv. Assess how point of view or purpose shapes the content and style of a text. (PRCS: 4.R.6)</p> <p>v. Distinguish their own point of view from the author, narrator, or the characters in a literary text. (PRCS: 4.R.6L)</p> <p>vi. Distinguish their own point of view from that of the author of an informational text. (PRCS: 4.R.6I)</p> <p>vii. Integrate and evaluate content presented in diverse media and formats.</p>		<p><i>Phoenix Lights</i></p> <p><i>Lesson 50: Informational Texts/Understanding Procedural Text – How to Be and Underwater Explorer</i></p> <p><i>Lesson 51: Informational Texts/Analyzing Persuasive Media – Sharks in Danger</i></p> <p><i>Lesson 52: Informational Texts/Analyzing Persuasive Media – Public Service Announcement</i></p> <p><i>Lesson 53: Informational Texts/ Persuasive - Global Warming - Not Just for Polar Bears Anymore</i></p> <p><i>Lesson 54: Literature Poetry Analysis - Night Spirits of the Rain Forest</i></p> <p><i>Lesson 55: Literature Poetry Analysis - A View From Above</i></p> <p><i>Lesson 56: Literature Analyzing a Biography - George Washington Carver</i></p> <p><i>Lesson 57: Literature Biography - Jane Goodall, Champion of Chimpanzees</i></p>					

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				1	2	3	4	5	
	viii. (PRCS: 4.R.7) Explain how specific aspects of a literary 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). ix. (PRCS: 4.R.7L) Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (PRCS: 4.R.7I)		<i>Lesson 58: Literature Biography: J.K. Rowling</i> <i>[4.R.5] through [4.R.7I]</i>						
3C	Use Informational and Foundational Texts to: i. Describe the logical	12	<i>Books: Our Solar System, The Moon, The Changing Surface</i> <i>[4.R.8] through [4.R.9I]</i>			✓			

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				1	2	3	4	5
	connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS: 4.R.8)		<i>Book: Weather Watchers</i> [4.R.10]					
ii.	Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS: 4.R.9)	13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Amazonia Alert!</i> [4.R.8] through [4.R.9I] <i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 2 & Unit 3 – Comprehension</i> [4.R.10]			✓		
iii.	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). (PRCS: 4.R.9L)	CBTR	<i>Representing Text</i> [4.R.8] <i>Compare & Contrast</i> [4.R.9], [4.R.9L]			✓		
iv.	Compare and contrast	SBTR 14	<i>Cycle 14 Bridge Lesson: Compare and Contrast</i> <i>Comprehension Lesson 26 – Compare and Contrast Two Texts</i> <i>Lesson 47: Informational Texts – Amazonia Alert</i> <i>Lesson 48: Informational Texts – The</i>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>the most important points and key details presented in two informational texts on the same topic. (PRCS: 4.R.9I)</p> <p>v. Read and comprehend historical fiction, timelines, poetry, and other passage types of appropriate complexity. (PRCS: 4.R.10)</p>		<p><i>World's Healers</i></p> <p><i>Lesson 49: Informational Texts - Phoenix Lights</i></p> <p><i>Lesson 50: Informational Texts/Understanding Procedural Text - How to Be and Underwater Explorer</i></p> <p><i>Lesson 51: Informational Texts/Analyzing Persuasive Media - Sharks in Danger</i></p> <p><i>Lesson 52: Informational Texts/Analyzing Persuasive Media - Public Service Announcement</i></p> <p><i>Lesson 53: Informational Texts/Persuasive - Global Warming - Not Just for Polar Bears Anymore</i></p> <p><i>Lesson 54: Literature Poetry Analysis - Night Spirits of the Rain Forest</i></p> <p><i>Lesson 55: Literature Poetry Analysis - A View From Above</i></p> <p><i>Lesson 56: Literature Analyzing a Biography - George Washington Carver</i></p>					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Lesson 57: Literature Biography - Jane Goodall, Champion of Chimpanzees</i> <i>Lesson 58: Literature Biography: J.K. Rowling [4.R.8] through [4.R.10]</i>					
3E	Use Print Concepts to: i. Know and apply phonics and word analysis skills to decode words. (PRCS: 4.FS.12) ii. Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words fluently. (PRCS: 4.FS.12a)	CBTR	<i>Representing Text</i> <i>Text Structure</i> <i>Vocabulary: Context [4.FS.12], [4.FS.12a]</i>			✓		
CBTR 11		<i>Lesson 1 – Prefixes</i> <i>Lesson 2 – Suffixes</i> <i>Lesson 12 – Homophones [4.FS.12], [4.FS.12a]</i>			✓			
CBTR 12		<i>Lesson 3A: Vocabulary: Structural Analysis</i> <i>Lesson 10: Vocabulary: Context [4.FS.12], [4.FS.12a]</i>			✓			

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				1	2	3	4	5
		CBTR 15	<i>Bridge Lesson – Context Clues</i> <i>Lesson 2 – Antonyms</i> <i>Lesson 3 - Synonyms</i> <i>Lesson 7 – Prefixes</i> <i>[4.FS.12], [4.FS.12a]</i>			✓		
(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.								
4A	Use Modes and Forms of the Writing Process to: i. Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter. (PRCS: 4.W.1) ii. Balance statements with modal verbal		<i>All Activities</i> <i>[4.W.1], [4.W.3], [4.W.4], [4.W.6]</i>				✓	
		SBTR	<i>Writing Extension Lessons:</i> <i>Earth: Rocks and Soil</i> <i>Earth: Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Brookside’s Best Science Fair Ever!</i> <i>The Rain Forest Howlers, Part 1-2</i> <i>Amazonia Alert!</i> <i>Fields of Change: Spring/Summer</i> <i>The Desert’s Gift</i> <i>Bees at Risk</i> <i>The Moon</i> <i>[4.W.1] through [4.W.6]</i>				✓	

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				1	2	3	4	5
	expressions that show mood or uncertainty (e.g., <i>can, could, would, should, will, etc.</i>).		<i>Lesson 53: Informational Texts/Persuasive – Global Warming: Not Just for Polar Bears Anymore</i> [4.W.2], [4.W.3], [4.W.4]					
iii.	Write formal and informal letters with correct form and accurate punctuation, including greetings and body. (PRCS: 4.W.1a)	SBTR	<i>Writing Extension Lessons: Earth: Day, Night, and Seasons</i> <i>The Rain Forest Howlers, Part 2</i> <i>The Desert’s Gift</i> [4.W.2]				✓	
iv.	Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing. (PRCS: 4.W.2)	Writing Rules!	<i>Paragraph Building – Organization Trait Rubric</i> [4.W.3], [4.W.4]				✓	
v.	Focus on a topic and strengthen writing as needed by revising and editing. (PRCS: 4.W.3)	15	<i>Bridge Lesson – General Comprehension 3</i> [4.W.3]				✓	

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				1	2	3	4	5	
	vi. (PRCS: 4.W.4) Use a variety of digital tools to produce and publish writing, including in collaboration with peers. vii. (PRCS: 4.W.5) 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). (PRCS: 4.W.6)								
4B	Use Research and Information to: i. Identify details from literary and informational texts to support understanding and reflection. (PRCS: 4.W.7) ii. Write routinely over extended time frames (time for research, reflection, and	SBTR	<i>Writing Extensions:</i> <i>Power for the Planet: Parts 1-3</i> <i>Coral Reefs: Parts 1-3</i> <i>Ecosystem: Parts 1-3</i> <i>Amazonia Alert!</i> <i>The Desert's Gift</i> <i>Fields of Change: Spring/Summer</i> <i>Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Brookside's Best Science Fair Ever!</i> <i>The Rain Forest Howlers: Parts 1-2</i> <i>Bees at Risk</i>				✓		

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				1	2	3	4	5
	<i>revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a variety of discipline-specific tasks, purposes, and audiences. (PRCS: 4.W.8)		[4.W.7], [4.W.8]					
		SBTR	<i>Comprehension: Lesson 48 Informational Texts – The World’s Healers</i> <i>Comprehension: Lesson 49 Informational Texts – Phoenix Lights</i> <i>Comprehension: Lesson 53 Informational Texts/Persuasive – Global Warming – Not Just for Polar Bears Anymore</i> [4.W.7]				✓	
		13	<i>Discovery Island – First Round-Up</i> [4.W.7], [4.W.8]				✓	
(5) The student will demonstrate command of the conventions of English grammar and usage.								
5A	Use Grammar/Usage and Mechanics to: i. Demonstrate command of English grammar and usage	SBTR	<i>Fields of Change: Autumn/ Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers, Part 1</i>					✓

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				1	2	3	4	5
	when writing or speaking. (PRCS: 4.LA.1) ii. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). (PRCS: 4.LA.1a) iii. Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. (PRCS: 4.LA.1b) iv. Use modal auxiliaries (<i>e.g., can, may, must</i>) to convey various conditions. (PRCS: 4.LA.1c) v. Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag rather than a red small bag</i>). (PRCS: 4.LA.1d) vi. Apply appropriate		<i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.LA.1] through [4.LA.1] <i>Fields of Change: Spring/ Summer Survivors!</i> <i>The Desert's Gift</i> [4.LA.1d] <i>Our Solar System</i> <i>Fields of Change: Spring/ Summer</i> <i>The Changing Surface</i> <i>Forest Fires</i> [4.LA.1f] <i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i>					

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	adverbs to modify verbs. (PRCS: 4.LA.1e) vii. Form and use prepositional phrases. (PRCS: 4.LA.1f) viii. Produce simple, compound, and complex sentences. (PRCS: 4.LA.1g) ix. Use conjunctions in writing and when speaking. (PRCS: 4.LA.h) x. Correctly use frequently confused words/homonyms (e.g., <i>to, too, two; there, their</i>). (PRCS: 4.LA.i) xi. Use abstract nouns to convey an idea, emotion or feeling (e.g., freedom, happiness). (PRCS: 4.LA.j) xii. Form and use comparative adjectives and verbs (fast, faster,		<i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> <i>[4.LA.1g]</i> <i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i>					

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				1	2	3	4	5
	xiii. fastest). (PRCS: 4.LA.k) Form and use homophones. (PRCS: 4.LA.l)		<i>Forest Fires</i> [4.LA.1h], [4.LA.1i]					
5B	Use Conventions to: i. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (PRCS: 4.LA.2) ii. Use correct capitalization. (PRCS: 4.LA.2a) iii. Use commas and quotation marks to mark direct speech and quotations from a text. (PRCS: 4.LA.2b) iv. Spell grade- appropriate words correctly, consulting references as needed. (PRCS: 4.LA.2c)		<i>All Activities</i> [4.LA.2] through [4.LA.2d]					✓
		SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer,</i> <i>Autumn/ Winter The Moon</i> <i>A View From Above Earth: Rocks and</i> <i>Soil</i> <i>Fossil Hunters: The Black Hills Dig The</i> <i>Changing Surface Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [4.LA.2] through [4.LA.2d]					✓

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				1	2	3	4	5
	v. Consult reference materials, including dictionaries, as needed to check and correct spellings, alphabetizing by the entire word, as necessary. (PRCS: 4.LA.2d)	SBTR	<i>Lesson 34: Word Meaning Using a Dictionary/Thesaurus</i> [4.LA.2d] <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [4.LA.2c], [4.LA.2d]					✓
		12	<i>The Moon: Glossary</i> [4.LA.2d]					✓
		13	<i>Amazonia Alert: Glossary</i> [4.LA.2d]					✓
5C	Use Comprehension and Collaboration to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (PRCS: 4.LA.3) ii. Choose words and phrases for different purposes (e.g., <i>slang</i> , <i>written vs. spoken</i> , <i>formal vs. informal</i>). (PRCS: 4.LA.3a)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i>					✓

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				1	2	3	4	5	
	iii. Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support. (PRCS: 4.LA.3b) iv. Compare formal and informal uses of English. (PRCS: 4.LA.3c)		<i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [4.LA.3] through [4.LA.3c]						
5D	Use Vocabulary and Acquisition Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc. (PRCS: 4.LA.4) ii. Use sentence-level	12	<i>Books:</i> <i>Our Solar System, Mission Incredible, Fields of Change, Rocks and Soil, The Changing Surface, Weather Watchers, Brookside's Best Science Fair Ever! Vocabulary Review Game, 1-3</i> <i>Passage: Water Recycled – Questions</i> [4.LA.4] through [4.LA.4d]						✓
		13	<i>Books:</i> <i>Welcome to the Rainforest, Survivors, The Desert's Gift, Nature's Gift, Forest Fires: Lessons From the Front Lines</i> <i>The Desert's Gift - Vocabulary Game</i> <i>Bees at Risk: Vocabulary Game</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iii. Determine the meaning of the new word formed when a prefixes and suffixes are added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (PRCS: 4.LA.4a)		<i>Welcome to the Rainforest- Vocabulary Game</i> <i>Alex to the Rescue- Vocabulary Game</i> <i>Cumulative Assessment: Units 1- 3, Vocabulary and Comprehension [4.LA.4] through [4.LA.4d]</i>					
	iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., joy, joyful). (PRCS: 4.LA.4b)	CBTR	<i>Vocabulary: Context</i> <i>Word Meaning using Dictionary</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[4.LA.4] through [4.LA.4d]</i>					✓
	v. Use beginning dictionaries and thesauri, both print and digital, to determine or clarify the precise meaning of							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	key words and phrases. (PRCS: 4.LA.4d)							
5E	Use Understanding Word Relationships and Nuances to: i. Demonstrate understanding of figurative language, word relationships, and slight variation in word meanings. (PRCS: 4.LA.5) ii. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (PRCS: 4.LA.5a) iii. Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (PRCS: 4.LA.5b) iv. Accurately use grade-		<i>All Activities</i> [4.LA.5b], [4.LA.6]					✓
		13	<i>Book: Alex to the Rescue, Forest Fires: Lessons from the Front Lines</i> [4.LA.5] through [4.LA.6]					✓
		15	<i>Bridge Lesson: Similies</i> <i>Bridge Lesson - Metaphors</i> [4.LA.5a]					✓
		SBTR	<i>35 Vocabulary Analogies</i> <i>36 Vocabluary Analogies</i> <i>37 Vocabulary Analogies</i> [4.LA.5] <i>38 Vocabulary Idioms</i> <i>39 Vocabulary Idioms</i> <i>40 Vocabulary Idioms</i> [4.LA.5], [4.LA.5a] <i>Comprehension: Lesson 55 Poetry Analysis – A View From Above</i> [4.LA.5]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>appropriate general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered when discussing animal preservation</i>). (PRCS: 4.LA.6)</p>							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Building on Others' Knowledge skills to: i. Listen and interact with peers during group participation and oral presentations. (PRCS: 5.L.1) ii. Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions. (PRCS: 5.L.1a)	ISIP AR	<i>G10 Fluency 4: Nightmare on Bus 33</i> <i>G7 Fluency 4: Legend of Lowcalibur</i> <i>G6 Fluency 4: Bee Prepared</i> <i>G8 Fluency: The Case of the Missing Poodle</i> <i>G10 Fluency 8: Ode to Gravity</i> <i>G4 Fluency 8: A Word from the Unwelcome</i> <i>G6 Fluency 8: Neither Hair Nor There [5.L.1] through [5.L.1d]</i>	✓				
		SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i>	✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	iii. Interact in a socially appropriate manner. (PRCS: 5.L.1b) iv. Listen, memorize, and respond to complex instructions, expressing self using complete sentences. (PRCS: 5.L.1c) v. Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), character, and setting (fiction). (PRCS: 5.L.1d)		<i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>The Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, parts 1-3</i> <i>Forest Fires</i> [5.L.1] through [5.L.1d]						
		9	<i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>HFW Book: The Best Trip</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, Joel and Kay's Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Hurricanes, The Dirt Detectives</i> [5.L.1d]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		10	<i>Read-Aloud Book: Who is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>In Context Reading with [ph] In Context Reading with [wh]</i> <i>In Context Reading with [au], [aw], [al] In Context Reading with [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [5.L.1d]	✓					
		12	<i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, Earth: Atmosphere, Weather Watchers, Brookside's Best</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Science Fair Ever! Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part</i> <i>Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Brookside's Best Science Fair Ever!</i> [5.L.1a], [5.L.1d]					
		13	<i>Forest Fires: Lessons from the Front Lines</i> [5.L.1d]	✓				
	(2) The student will contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.							
2A	Evaluate Information and Respond Effectively to:		<i>All Activities</i> [5.S.1] through [5.S.3]		✓			
	i. Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i>		✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	ii. relevant information. (PRCS: 5.S.1) Respond orally to closed and open-ended questions. (PRCS: 5.S.2) iii. Listen, analyze, and respond to complex instructions. (PRCS: 5.S.2a) iv. Express self using correct simple and compound sentences. (PRCS: 5.S.2b) v. Answer and formulate both closed and open-ended questions in both formal and informal discussions. (PRCS: 5.S.2c)		<i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [5.S.1] through [5.S.3]						
	vi. Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept. (PRCS: 5.S.2d) vii. Use appropriate	SBTR	<i>Reading Comprehension: Lesson 5A – Too Much of a Good Thing</i> <i>Reading Comprehension: Lesson 7A – Round and Round?</i> <i>Reading Comprehension: Lesson 7B – Unplug Yourself!</i> <i>Reading Comprehension: Lesson 7C – Night Light!</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	vocabulary, including homonyms and grammatically correct language to discuss experiences and texts. (PRCS: 5.S.3)		<i>Reading Comprehension: Lesson 8A – A Good Fit</i> [5.S.1] through [5.S.3]					
2B	Evaluate Information and Respond Effectively to: i. Negotiate with or persuade others in conversations using grade- appropriate vocabulary as well as open responses to provide counter-arguments. (PRCS: 5.S.4) ii. Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary. (PRCS: 5.S.5) iii. Plan and deliver oral presentations on a variety of topics and	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside’s Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert’s Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Part 1-3</i> <i>Forest Fires</i> [5.S.4] through [5.S.6b]		✓			

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				1	2	3	4	5	
	content areas. (PRCS: 5.S.6) iv. Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision. (PRCS: 5.S.6a) v. Explain a report on a current event or recount a memorable experience with increasing sophistication. (PRCS: 5.S.6b)	SBTR	<i>Reading Comprehension: Lesson 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger</i> <i>Reading Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Reading Comprehension: Lesson 53 – Informational Texts/Persuasive Media: Global Warming – Not Just for Polar Bears Anymore [5.S.4] through [5.S.6b]</i>		✓				
	(3) The student will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.								
3A	Use Craft and Structure to:	SBTR	6 Literature Theme			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	i.		<p>7 <i>Literature Theme</i> 8 <i>Literature Elements of Fiction</i> [5.R.1]</p> <p>1 <i>Literature Poetry</i> 9 2 <i>Literature Poetry</i> [5.R.2]</p> <p>1A <i>Reading Comprehension: Time for Music</i></p> <p><i>Comprehension: Lesson 48 – Informational Texts: The World’s Healers</i></p> <p><i>Comprehension: Lesson 49 – Informational Texts: Phoenix Lights</i></p> <p><i>Comprehension: Lesson 50 – Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer</i> [5.R.1], [5.R.2L], [5.R.4]</p>					
	ii.	SBTR	<p><i>Comprehension: Lesson 56 – Literature Analyzing a Biography: George Washington Carver</i></p>			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
iii. iv. v. vi.	supporting details and ideas. (PRCS: 5.R.2)		<i>Comprehension" Lesson 57 – Literature Biography: Jane Goodall, Champion of Chimpanzees</i> [5.R.2I], [5.R.3I], [5.R.4], [5.R.4L] [5.R.4I]					
	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (PRCS: 5.R.2L)		<i>1B Reading Comprehension: Exploring Space</i> <i>9A Reading Comprehension: When a Bark is More Than a Bark</i> [5.R.2I], [5.R.3I], [5.R.4], [5.R.4L] [5.R.4I]					
	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text. (PRCS: 5.R.2I)	12	<i>Book: A View From Above</i> [5.R.2]			✓		
	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS: 5.R.3)	13	<i>Books: Bees at Risk, Amazonia Alert!</i> [5.R.3], [5.R.3L], [5.R.3I]			✓		
	Describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the	CBTR 15	<i>Bridge Lesson: General Comprehension 1</i> <i>Bridge Lesson: General Comprehension 2</i> [5.R.1] through [5.R.3I]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>vii. text (e.g., a character's thoughts, words, or actions). (PRCS: 5.R.3L) 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. (PRCS: 5.R.3I)</p> <p>viii. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS: 5.R.4)</p> <p>ix. Determine the meaning of words and</p>							

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	<p>phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>(PRCS: 5.R.4L)</p> <p>x. Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area.</p> <p>(PRCS: 5.R.4I)</p>								
3B	<p>Use Point of View and Text Structure to:</p> <p>i. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the</p>	CBTR	<p><i>Bridge Lesson:</i> <i>General Comprehension 3</i></p> <p><i>Bridge Lesson:</i> <i>General Comprehension 4</i> <i>[5.R.5], [5.R.5L], [5.R.5I], [5.R.7I]</i></p>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i>) and drama (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a literary text. (PRCS: 5.R.5)	ISIP AR	<i>5A Reading Comprehension: Too Much of a Good Thing</i> <i>7A Reading Comprehension: Round and Round</i> <i>10B Reading Comprehension: Exercise for the Body and the Brain</i> <i>8C Reading Comprehension: Hear Ye, Hear Ye</i> [5.R.7L], [5.R.7I], [5.R.8]			✓		
		ISIP AR	<i>1B Reading Comprehension: Exploring Space</i> <i>1C Reading Comprehension: Fire and Ice</i> <i>2A Reading Comprehension: Do Your Part</i> <i>2B Reading Comprehension: Spreading the Love</i> [5.R.5], [5.R.5L], [5.R.7I]			✓		
	12	<i>Books: Our Solar System, Earth, Rocks and Soil, Earth: The Changing Surface,</i>			✓			

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				1	2	3	4	5
iv. v. vi. vii.	informational text or part of a text. (PRCS: 5.R.5I) Assess how point of view or purpose shapes the content and style of a text. (PRCS: 5.R.6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (PRCS: 5.R.6L) Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided. (PRCS: 5.R.6I) Integrate and evaluate content presented in diverse		<i>Earth, The Atmosphere Passages: Exploring Space, Dirt Detectives</i> [5.R.5] through [5.R.7I] <i>Lesson 13: Author's Purpose</i> [5.R.6], [5.R.6L], [5.R.6I]					
		13	<i>Books: The Desert's Gift, Survivors</i> [5.R.5], [5.R.5L], [5.R.7I]			✓		
		SBTR	<i>Comprehension: Lesson 49 – Informational Texts: Phoenix Lights</i> [5.R.6], [5.R.6L], [5.R.6I] <i>Comprehension: Lesson 54 – Literature Poetry Analysis: Night Spirits of the Rain Forest</i> <i>Comprehension: Lesson 55 - Literature Poetry Analysis: A View From Above</i> [5.R.5], [5.R.5L], [5.R.5I]			✓		
		SBTR	<i>5 Informational Texts Persuasive Media</i> <i>6 Informational Texts Persuasive Media</i> <i>7 Informational Texts Persuasive Media</i> [5.R.7I]			✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	media and formats. (PRCS: 5.R.7) viii. 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. (PRCS: 5.R.7L) ix. Interpret information presented visually, orally, or quantitatively (<i>e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) and explain how the information contributes to an understanding of the informational text in which it appears.							

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				1	2	3	4	5
	(PRCS: 5.R.7I)							
3C	Use Informational and Foundational Texts to: i. Explain how an author uses reasons and evidence to support particular points in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS: 5.R.8)	SBTR	<i>Passages:</i> <i>Low Down Living</i> <i>It's A Bird...It's A Plane...It's Jetman!</i> <i>Books:</i> <i>A Renewable Future</i> <i>Journal: Journey Through the Triangle</i> <i>Blog: Too Cool Transportation: Aisha's Travel Blog</i> <i>[5.R.8] through [5.R.10]</i>			✓		
	ii. Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS: 5.R.9)	SBTR	<i>6 Literature Theme</i> <i>7 Literature Theme</i> <i>9 Literature Elements of Fiction</i> <i>[5.R.9], [5.R.9L], [5.R.9I]</i>			✓		
	iii. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., <i>the quest</i>) in stories,							

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	myths, and traditional literature from different cultures. (PRCS: 5.R.9L) iv. Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably. (PRCS: 5.R.9I) v. Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts (e.g., <i>history/social studies, science, and technical texts</i>) of appropriate complexity. (PRCS: 5.R.10)							

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1 = Listening (LI) 4 = Writing (W)
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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
3D	Use Phonological/Phonemic Awareness to: i. Know and apply phonics and word analysis skills to decode words. (PRCS: 5.R.FS.12) ii. Apply 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. (PRCS: 5.R.FS.12a)	SBTR	<i>Lesson 13: Decoding Multisyllabic Words</i> <i>Phonological Awareness</i> [5.R.FS.12], [5.R.FS.12a]			✓		
		13	<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires</i> [5.R.FS.12], [5.R.FS.12a]			✓		
	(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.							
4A	Use Modes and Forms of Writing to:		<i>All Activities</i> [5.W.3], [5.W.4]				✓	

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	i. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. (PRCS: 5.W.1)	SBTR	<i>Comprehension: Lesson 51 Informational Texts/Analyzing Persuasive Media - Sharks in Danger</i>				✓	
			<i>Comprehension: Lesson 52 Informational Texts/Analyzing Persuasive Media – Public Service Announcement</i>					
	ii. Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization. (PRCS: 5.W.2)		<i>Comprehension: Lesson 53 Informational Texts/Persuasive – Global Warming – Not Just for Polar Bears Anymore [5.W.1] through [5.W.4]</i>					
		12	<i>Books: The Moon, The Changing Surface [5.W.1]</i>				✓	
iii. Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and using	13	<i>Books: Amazonia Alert!, Bees at Risk [5.W.1]</i> <i>Writing Activities: Writing prompts from Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest,</i>				✓		

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	transitional words and other cohesive devices to better organize writing. (PRCS: 5.W.3) iv. Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order. (PRCS: 5.W.4)		<i>The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, The Mystery of the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [5.W.2], [5.W.3]</i>					
		CBTR	<i>Writing Extensions: Lesson 16: The Best Trip Lesson 17: The Wise Crow Lesson 18: The Hero [5.W.1] through [5.W.4]</i>				✓	
		Writing Rules!	<i>Teacher-Directed Lessons: Sentence Fluency Trait Interactive Essay Writing: Personal Narrative, Expository [5.W.1] through [5.W.4]</i>				✓	
4B	Use Research and Information to: i. Use technology to produce and publish writing as well as to interact and collaborate with others.	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	ii. (PRCS: 5.W.5) With increasing independence, conduct short research projects that build knowledge about a topic. iii. (PRCS: 5.W.6) Draw evidence from literary and informational text. iv. (PRCS: 5.W.7) 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 variety of discipline-specific tasks, purposes, and audiences. (PRCS: 5.W.8)		<i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [5.W.5] through [5.W.8]						
			SBTR 13	<i>Power for the Planet 1-3:</i> 40 - Identifying a Research Topic 41 - Researching and Taking Notes 42 - Writing a Research Report [5.W.5] through [5.W.8]				✓	
			SBTR 13	<i>Coral Reefs 1-3:</i> 44 - Identifying a Research Topic 45 - Researching and Taking Notes 46 - Writing a Research Report [5.W.5] through [5.W.8]				✓	
			SBTR 13	<i>Ecosystem 1-3:</i>				✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			47 - Identifying a Research Topic 48 - Researching and Taking Notes 49 - Writing a Research Report					
	(5) The student will demonstrate command of the conventions of English grammar and usage.							
5A	Use Grammar/Usage and Mechanics to: i. Demonstrate command of English grammar and usage when writing or speaking. (PRCS: 5.LA.1) ii. Use correctly and explain the function of prepositions in general and in particular sentences. (PRCS: 5.LA.1a) iii. Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses.	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [5.LA.1]					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
iv.	(PRCS: 5.LA.1b) Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb.	ISIP AR	<i>G10 Fluency 4: Nightmare on Bus 33</i> <i>G7 Fluency 4: Legend of Lowcalibur</i> <i>G6 Fluency 4: Bee Prepared</i> <i>G8 Fluency: The Case of the Missing Poodle</i> <i>G10 Fluency 8: Ode to Gravity</i> <i>G4 Fluency 8: A Word from the Unwelcome</i> <i>G6 Fluency 8: Neither Hair Nor There</i> [5.LA.1] through [5.LA.1d]						✓
v.	(PRCS: 5.LA.1c) Apply knowledge subject-verb agreement to write and speak effectively.			9	<i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>HFW Book: The Best Trip</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, Joel and Kay's Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Hurricanes, The Dirt Detectives</i> [5.LA.1] through [5.LA.1g]				
vi.	(PRCS: 5.LA.1d) Correct inappropriate shifts in verb tense.								
vii.	(PRCS: 5.LA.1e) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
viii.	(PRCS: 5.LA.1f) Form and use homophones. (PRCS: 5.LA.1g)								

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		10	<p><i>Read Aloud Book: Who is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>In Context Reading with [ph] In Context Reading with [wh]</i> <i>In Context Reading with [au], [aw], [al] In Context Reading with [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [5.LA.1] through [5.LA.1g]</p>					✓
		12	<p><i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, Earth: Atmosphere, Weather Watchers, Brookside's Best</i></p>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Science Fair Ever! Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part</i> <i>Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Brookside’s Best Science Fair Ever! [5.LA.1] through [5.LA.1g]</i>					
		13	<i>Forest Fires: Lessons from the Front Lines [5.LA.1]</i>					✓
5B	Use Conventions to: <ul style="list-style-type: none"> i. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (PRCS: 5.LA.2) ii. Use correct punctuation. (PRCS: 5.LA.2a) iii. Spell words correctly, consulting references materials like 	SBTR	<i>Our Solar System Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/ Winter The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside’s Best Science Fair Ever!</i> <i>Rain Forest Howlers, Parts 1-2</i> <i>Amazonia Alert!</i> <i>Survivors!</i>					✓

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				1	2	3	4	5
iv. v. vi. vii.	dictionaries as needed. (PRCS: 5.LA.2b) Demonstrate knowledge of correct language usage when writing, speaking, or reading. (PRCS: 5.LA.3) Choose words and phrases to convey ideas precisely. (PRCS: 5.LA.3a) Choose appropriate punctuation. (PRCS: 5.LA.3b) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies. (PRCS: 5.LA.4)		<i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet, Parts 1-3</i> <i>Forest Fires</i> [5.LA.2] through [5.LA.4]					
		SBTR	<i>The Moon</i> <i>A View From Above</i> <i>Atmosphere</i> <i>Bees at Risk</i> <i>Power for the Planet 3</i> <i>Forest Fires</i> [5.LA.4c]					✓
		SBTR	<i>Lesson 34 Word Meaning Using a Dictionary/Thesaurus</i> [5.LA.4c]					✓
		CBTR	<i>Vocabulary – Using Context</i> [5.LA.4a]					✓
		9	<i>In Context Reading with Long A [ay] In</i> <i>Context Reading with Long E [ey] In</i> <i>Context Reading with Long I [ie] In</i> <i>Context Reading with Long O [oe] In</i> <i>Context Reading with Long O [ow] In</i> <i>Context Reading with Long O [o] In</i> <i>Context Reading with [ch]</i>					✓

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				1	2	3	4	5
viii. ix. x.	Use context clues and other strategies to help determine word meaning. (PRCS: 5.LA.4a) Use common Greek and Latin affixes and other etymologies to help determine meaning of a word (e.g., telegraph, photograph, autograph). (PRCS: 5.LA.4b) Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (PRCS: 5.LA.4c)		<i>In Context Reading with [tch] In Context Reading with [ed], [ing], [s] In Context Reading with [ol], [ow] In Context Reading with [oi], [oy] Word Masters Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza HFW Book: The Best Trip Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Passage: Hurricanes Passage: The Dirt Detectives [5.LA.4], [5.LA.4a], [5.LA.4b]</i>					
		12	<i>Lesson 3: Vocabulary - Structural Analysis [5.LA.4b]</i>					✓
		15	<i>Bridge Lesson - Context Clues [5.LA.4a]</i>					✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
5C	Use Comprehension and Collaboration to: i. Demonstrate understanding of figurative language, word relationships, and differences in word meanings. (PRCS: 5.LA.5) ii. Analyze and use figurative language, including similes and metaphors, appropriately. (PRCS: 5.LA.5a) iii. Recognize and explain common idioms, sayings, and proverbs. (PRCS: 5.LA.5b) iv. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (PRCS: 5.LA.5c) v. Apply coordinating	SBTR	<i>George Washington Carver, A View From Above, Survivors, Night Spirits of the Rain Forest</i> [5.LA.5], [5.LA.5a] <i>38 Vocab Idioms</i> <i>39 Vocab Idioms</i> <i>40 Vocab Idioms</i> [5.LA.5b]					✓
		15	<i>Bridge Lesson – Similes</i> <i>Bridge Lesson – Metaphors</i> [5.LA.5a] <i>Bridge Lesson - Analogies</i>					✓
		SBTR	<i>Comprehension: Lesson 55 Literature</i> <i>Poetry Analysis: A View From Above</i> [5.LA.5a]					✓
		SBTR	<i>Vocabulary – Lesson 38</i> <i>Vocabulary – Lesson 39</i> [5.LA.5b]					✓
		CBTR	<i>5C Vocabulary Tier 1 – Salamanders</i>					✓

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	conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle difference in meaning. (PRCS: 5.LA.5d)		<i>Synonyms and Antonyms</i> 8A Vocabulary Tier 3 – Synonyms and Antonyms " I Had a Dream" [5.LA.5] through [5.LA.5c]					
5D	Use Vocabulary Acquisition and Use to:		<i>All Activities</i>					✓
	i. Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (PRCS: 5.LA.6)	SBTR	35 Vocab Analogies 36 Vocab Analogies 37 Vocab Analogies					✓