



Flying Start to Literacy: Common Core Standards - Stage 1 / Early Emergent Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
My Body/ Here I Am!	A/1		K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.L.1f Produce and expand complete sentences in shared language activities.
What Shape Can You See?/Shapes Around Us	A/1		K.RI.5 Identify the front cover, back cover, and title page of a book.	K.FR.1a Follow words from left to right, top to bottom, and page by page.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing supply some information about the topic.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.
I Look at the Fruit/Eating Fruit	A/1		K.RI.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	K.W.5 With guidance and support from adults, respond to questions and suggestion from peers and add details to strengthen writing as needed.	K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.L.2b Recognize and name end punctuation.
My Pet/ Pets at Home	A/1		K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.2a Recognize and produce rhyming words.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.
My Birthday/ Hide and Seek	A/1		K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	K.RF.1c Understand that words are separated by spaces in print.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.4 Describe familiar people, places, thing, and events and, with prompting and support, provide additional details.	K.L.1c Form regular plural nouns orally by adding /s/ or /es/.
Me/Dogs	A/1		K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K.FR.1a Follow words from left to right, top to bottom, and page by page.	K.W.5 With guidance and support from adults, respond to questions and suggestion from peers and add details to strengthen writing as needed.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.1b Use frequently occurring nouns and verbs.

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
In the Garden/ Wow! Look at That	A/1		K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.5c Identify real-life connections between words and their use.
Getting Around/ My Toys	A/1		K.RI.5 Identify the front cover, back cover, and title page of a book.	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	K.W.5 With guidance and support from adults, respond to questions and suggestion from peers and add details to strengthen writing as needed.	K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.L.1e Use the most frequently occurring prepositions.
Where are the Animals?/ Animals at the Zoo	A/1		K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RF.3c Read common high-frequency words by sight.	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.L.2a Capitalize the first word in a sentence and the pronoun I.
On My Bike/ Can You Go Here?	B/2		K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.4 Describe familiar people, places, thing, and events and, with prompting and support, provide additional details.	K.L.1e Use the most frequently occurring prepositions.
At Grandpa's House/ Cakes for Sale	B/2		K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	K.RF.4 Read emergent-reader texts with purpose and understanding.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
The Dress-Up Box/ Going Shopping	B/2		K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1a Print many upper- and lower-case letters.
Animals on the Farm/ Looking at You	B/2		K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	KFR.1a Follow words from left to right, top to bottom, and page by page.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.1f Produce and expand complete sentences in shared language activities.

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Look at Me Play/The Playground	B/2		K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1e Use the most frequently occurring prepositions.
At the Store/ Things I Like	B/2		K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.L.2a Capitalize the first word in a sentence and the pronoun I.
Fish/ Come and Look	B/2		K.RI.5 Identify the front cover, back cover, and title page of a book.	K.RF.3c Read common high-frequency words by sight.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.I.5c Identify real-life connections between words and their use.
My Family and Me/ Can You Do This?	B/2		K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.L.1b Use frequently occurring nouns and verbs.
What Did You Do?/ Going Places	B/2		K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K.RF.1c Understand that words are separated by spaces in print.	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.1d Understand and use question words (interrogatives).



Flying Start to Literacy: Common Core Standards - Stage 2 / Emergent Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
My Horse/ The Car Race	C/3	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.2b Recognize and name end punctuation.
The Fruit Store/ Bananas are Best	C/3	K.RL.2 With prompting and support, retell familiar stories, including key details.	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.L.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
Winners/ Rabbit and Fox	C/3	K.RL.2 With prompting and support, retell familiar stories, including key details	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.L.4b Use the most frequently occurring inflections and affixes.
In the Forest/ Finding Food	C/3	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.2b Recognize and name end punctuation.
Big Brothers/ Cat and Mouse	C/3	K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly.	K.L.1f Produce and expand complete sentences in shared language activities.
Looking for Animals/ Where is Frog?	C/4	K.RI.5 Recognize common types of texts (e.g., storybooks, poems).	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.4 Read emergent-reader texts with purpose and understanding.	K.W.3 Know and apply grade-level phonics and word analysis skills in decoding words.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Amazing Animal Parts/ Turtle is Stuck	C/4	K.RL.4 Ask and answer questions about unknown words in a text.	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.2a Capitalize the first word in a sentence and the pronoun I.
The Big Box/ Pirate Sam	C/4	K.RL.4 Ask and answer questions about unknown words in a text.	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	K.W.2 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.2a Capitalize the first word in a sentence and the pronoun I.
The Fog Came In/ Lost in the Fog	C/4	K.RI.5 Recognize common types of texts (e.g., storybooks, poems).	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.4 Read emergent-reader texts with purpose and understanding	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
At Grandpa's Farm/ A New Farm for Cow	C/4	K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RF.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.L.1b Use frequently occurring nouns and verbs.
Look at My Clothes/ Where is My Mother?	D/5	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	K.RF.4 Read emergent-reader texts with purpose and understanding	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.L.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
What do Bats Eat?/ Big Bats Lunch	D/5	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.3c Read common high-frequency words by sight.	K.W.3 Know and apply grade-level phonics.	K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly.	K.L.2c Write a letter for most consonant and short-vowel sounds (phonemes).

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Ant Nests/ Where is My Nest?	D/5	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	K.RF.4 Read emergent-reader texts with purpose and understanding	K.W.3 Know and apply grade-level phonics and word analysis skills in decoding words.	K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.L.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
Lots of Legs/ The Best Legs	D/5	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.3c Read common high-frequency words by sight.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly.	K.L.2c Write a letter for most consonant and short-vowel sounds (phonemes).
My Camp Journal/ A Monkey in the Camp	D/5	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	K.RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.L.5c Identify real-life connections between words and their use.
Turtles/ A Home for Turtle	D/6	K.RL.2 With prompting and support, retell familiar stories, including key details.	K.RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RF.4 Read emergent-reader texts with purpose and understanding.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.L.1c Form regular plural nouns orally by adding /s/ or /es/.
Let's Do the Monkey Bop/ Little Monkey's Dance	D/6	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
What Am I?/ Tad Grows Up	D/6	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Spiders/ A Good Trap	D/6	K.RL.2 With prompting and support, retell familiar stories, including key details.	K.RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	K.RF.4 Read emergent-reader texts with purpose and understanding	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.L.1c Form regular plural nouns orally by adding /s/ or /es/.
On the Move/ Grandpa's Car	D/6	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly.	K.L.1e use the most frequently occurring prepositions.



Flying Start to Literacy: Common Core Standards - Stage 3 / Early Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Insects/ Where are the Grapes?	E/7	1.RL.1 Ask and answer questions about key details in a text.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RF.1a Recognize the distinguishing features of a sentence.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.SL.1b Built on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.L.2e Use verbs to convey a sense of past, present and future.
Squid/Big Squid and Little Squid	E/7	1.RL.2 Retell stories, including details, and demonstrate understanding of their central message or lesson..	1.RI.2 Identify the main topic and retell key details of a text.	1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
The Great Cake Bake-off/ A Cake for Cuddles	E/7	1.RL.3 Describe characters, settings, and major events in a story, using key details	1.RI.1 Ask and answer questions about key details in a text.	1.RF.1a Recognize the distinguishing features of a sentence.	1.W.7 Participate in shared research and writing projects.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Super Dogs/ Nosey Saves the Day	E/7	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1a Follow agreed upon rules for discussions.	1.L.4c Identify frequently occurring root words and their inflectional forms.
The Plum Tree/ My Tree	E/7	1.RL.3 Describe characters, settings, and major events in a story, using key details	1.RI.1 Ask and answer questions about key details in a text.	1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.1a Follow agreed upon rules for discussions.	1.L.1c Use singular and plural nouns with matching verbs in basic sentences.
When the Sun Comes Up/ When the Sun is Going Down	E/8	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RF.2c Isolate and pronounce initial, medial, and final sounds (phonemes) in spoken single-syllable words.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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Our Spot/ Where Can We Play?	E/8	1.RL.6 Identify who is telling the story at various points in a text.	1.RL.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.L.1d Use personal, possessive, and indefinite pronouns.
Looking After Frogs/Frog's New Pond	E/8	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.L.1f Use frequently occurring adjectives.
Charlie and the Crocodile/ Don't Eat Me	E/8	1.RL.9 Compare and contrast the adventures and experiences of characters in stories	1.RI.8 Identify the reasons an author give to support points in a text.	1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.1b Built on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.L.1e Use verbs to convey a sense of past, present, and future.
Big Homes, Little Animals/ Tiff Leaves Home	F/9	1.RL.1 Ask and answer questions about key details in a text.	1.RL.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.3b Decode regularly spelled one-syllable words.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.	1.L.1c Use singular and plural nouns with matching verbs in basic sentences.
Bat Rescue/ Sally and the Bats	F/9	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.RI.8 Identify the reasons an author gives to support points in a text.	1.RF.3b Decode regularly spelled one-syllable words.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1.L.i Use frequently occurring prepositions.
Teach Me How/ Little Cub	F/9	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RI.9 Identify basic similarities in and differences between two texts on the same topic.	1.RF.4a Read on-level text with purpose and understanding.	1.W.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.SL.6 Produce complete sentences when appropriate to task and situation.	1.L.1g Use frequently occurring conjunctions
Keep Safe at the Beach/ Sally's Beach Rescue	F/9	1.RL.6 Identify who is telling the story at various points in a text.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1a Follow agreed upon rules for discussions.	1.L.1e Use verbs to convey a sense of past, present, and future.

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Amazing Caterpillars/ Caterpillars for Lunch	F/9	1.RL.3 Describe characters, settings, and major events in a story, using key details	1.RL.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.3b Decode regularly spelled one-syllable words.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.W.7 Participate in shared research and writing projects.	1.L.g Use frequently occurring conjunctions.
Jump Rope Team/ The Fun Run	F/9	1.RL.1 Ask and answer questions about key details in a text.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.1a Follow agreed upon rules for discussions.	1.L.4c Identify frequently occurring root words and their inflectional forms.
Animals That Need Mud/ Mud, Mud, Mud	F/10	1.RL.2 Retell stories, including details, and demonstrate understanding of their central message or lesson.	1.RI.5 Know and use various text features to locate key facts or information in a text.	1.RF.3d use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1.W.7 Participate in shared research and writing projects.	1.W.7 Participate in shared research and writing projects.	1.L.2b Use end punctuation for sentences.
Keeping Safe/ Looking for Lunch	F/10	1.W.7 Participate in shared research and writing projects.	1.RL.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary	1.W.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.	1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Big Ships Need Tugboats/ The Tugboat Team	F/10	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	1.RF.2c Isolate and pronounce initial, medial, and final sounds (phonemes) in spoken single-syllable words.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.
Looking After Ostrich Chicks/ Father Ostrich and the New Chicks	F/10	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Rides for Everyone/ At the Fun Park	F/10	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RI.2 Identify the main topic and retell key details of a text.	1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.6 Produce complete sentences when appropriate to task and situation.	1.L.4c Identify frequently occurring root words and their inflectional forms.



Flying Start to Literacy: Common Core Standards - Stage 4 / Transition Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
What's For Breakfast/ The King's Breakfast	G/11	1.RL.6 Identify who is telling the story at various points in a text.	1.RI.8 Identify the reasons an author gives to support points in a text.	1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.L.2j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
The Skating Club/ Ellie Goes Skating	G/11	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.RI.9 Identify basic similarities in and differences between two texts on the same topic.	1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.L.1a Print all upper- and lowercase letters.
Insect Hunt/ Getting Rid of Insects	G/11	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.	1.RL.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.1a Recognize the distinguishing features of a sentence.	1.W.7 Participate in shared research and writing projects.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.L.2b Use end punctuation for sentences.
A Frog in a Pond/ Too Cold for Frog	G/11	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RL.1 Ask and answer questions about key details in a text.	1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.L.1e Use verbs to convey a sense of past, present, and future.
Hiking/ Maddy and the Prince	G/11	1.RL.9 Compare and contrast the adventures and experiences of characters in stories	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RF.3c Know finale and common vowel team conventions for representing long vowel sounds.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.5 Add drawings or other visual displays to descriptions when appropriated to clarify ideas, thoughts and feelings.	1.L.g Use frequently occurring conjunctions.
Clever Tails/ The Monkey's Tail	G/12	1.RI.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RF.4a Read on-level text with purpose and understanding.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.SL.6 Produce complete sentences when appropriate to task and situation.	1.L.1b Use common, proper, and possessive nouns.
Creepers and Climbers/ Growing Watermelons	G/12	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.1a Follow agreed-upon rules for discussions.	1.L.4c Identify frequently occurring root words and their inflectional forms.

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Making Friends/ The Blue Crane	G/12	1.RL.3 Describe characters, settings, and major events in a story, using key details	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.1b Built on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Summer Vacation/ Camping with Dad	G/12	1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	1.RI.2 Identify the main topic and retell key details of a text.	1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Manta Rays/ The Ray Who Wanted to Fly	G/12	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.	1.L.1f Use frequently occurring adjectives.
Insect Eaters/ I'm Hungry	H/13	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.	1.RL.1 Ask and answer questions about key details in a text.	1.RF.2a Distinguish long form short vowel sounds in spoken single-syllable words.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.	1.L.1h Use determiners.
Animals in Caves/ There's Gold in That Cave	H/13	1.RL.6 Identify who is telling the story at various points in a text.	1.RI.2 Identify the main topic and retell key details of a text.	1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1b Built on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.L.2b Use end punctuation for sentences.
Fantastic Bridges/ Jack the Explorer and the Hidden City	H/13	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.RI.5 Know and use various text features to locate key facts or information in a text.	1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.6 Produce complete sentences when appropriate to task and situation.	1.L.1f Use frequently occurring adjectives.
Caring for a Baby Monkey/ Baby Squirrel Rescue	H/13	1.RL.3 Describe characters, settings, and major events in a story, using key details	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RF.4a Read on-level text with purpose and understanding.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.1b Built on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.L.g Use frequently occurring conjunctions.

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
The Wreck of the Maitland/ The Great Paddleboat Race	H/13	1.RI.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.L.4c Identify frequently occurring root words and their inflectional forms.
Sea Otters and the Kelp Forest/The Luck of the Sea Otters	H/14	1.RL.1 Ask and answer questions about key details in a text.	1.RI.5 Know and use various text features to locate key facts or information in a text.	1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Monsoon Rain/ The Wise Bird	H/14	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.RI.8 Identify the reasons an author gives to support points in a text.	1.RF.3b Decode regularly spelled one-syllable words.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.SL.5 Add drawings or other visual displays to descriptions when appropriated to clarify ideas, thoughts and feelings.	1.L.1c Use singular and plural nouns with matching verbs in basic sentences.
No More Trash/ The Rock of Killeen	H/14	1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	1.RF.3c Know finale and common vowel team conventions for representing long vowel sounds.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.6 Produce complete sentences when appropriate to task and situation.	1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Hurricane Scrapbook/ Where is Coco?	H/14	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.	1.RL.1 Ask and answer questions about key details in a text.	1.RF.3c Know finale and common vowel team conventions for representing long vowel sounds.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.L.1f Use frequently occurring adjectives.
What Do Plants Need?/ The Great Pumpkin-Growing Contest	H/14	1.RL.9 Compare and contrast the adventures and experiences of characters in stories	1.RL.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



Flying Start to Literacy: Common Core Standards - Stage 5 / Early Fluent Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Animal Smells/ Angus Cleans Up	I/15	2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RI.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	2.RF.3c Decode regularly spelled two-syllable words with long vowels.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.SL.1b Build on others' talk on conversations by linking their comments to the remarks of others.	2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.
Sticky and Dangerous/ Looking After Scotty	I/15	2.RL.3 Describe how characters in a story respond to major events and challenges.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Amazing Snakes/ The Snake Olympics	I/15	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.1a Follow agreed-upon rules for discussions.	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Living Near a Volcano/ Volcano Alert	I/16	2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.	2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	2.RF.4a Read on-level text with purpose and understanding.	2.W.7 Participate in shared research and writing projects.	2.SL.1a Follow agreed-upon rules for discussions.	2.L.1f Produce, expand, and rearrange complete simple and compound sentences.
Nadif's New Life/ Gasari's Herd	I/16	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
Message Sent/ Saving Dad	I/16	2.RL.3 Describe how characters in a story respond to major events and challenges.	2.RI.7 Explain how specific images contribute to and clarify a text.	2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
My Soccer Journal/ The Leaping Lions	J/17	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.RF.3d Decode words with common prefixes and suffixes	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Fun Food to Make and Eat/ The Queen's New Chef	J/17	2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RI.8 Describe how reasons support specific points the author makes in a text.	2.RF.3c Decode regularly spelled two-syllable words with long vowels.	2.W.1 Write opinion pieces in which the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.
Deep in the Sea/ A Deep Sea Adventure	J/17	2.RL.3 Describe how characters in a story respond to major events and challenges.	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	2.RF.4a Read on-level text with purpose and understanding.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
Cleaning Up Our Wetland/ The Baby Swans	J/18	2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	2.SL.1b Build on others' talk on conversations by linking their comments to the remarks of others.	2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Ice Swimmers/ The Lucky Fishing Hat	J/18	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.SL.1a Follow agreed-upon rules for discussions.	2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.
Robots Today, Robots Tomorrow/ Robots Run Wild	J/18	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.L.1d Form and use the past tense of frequently occurring irregular verbs.



Flying Start to Literacy: Common Core Standards - Stage 6 / Fluent Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Amazing Gardens/ The Giant's Garden	K/19	2.RL.3 Describe how characters in a story respond to major events and challenges.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.RF.3c Decode regularly spelled two-syllable words with long vowels.	2.W.1 Write opinion pieces in which the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Polar Bears/ A Bear Called Trouble	K/19	2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Looking After Tide Pools/ The Smart Little Crab	K/20	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.L.1d Form and use the past tense of frequently occurring irregular verbs.
Driver Ants/ Killer Ants	K/20	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.RF.4a Read on-level text with purpose and understanding.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Animals That Store Food/ A Tale of Two Squirrels	L/21	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.7 Explain how specific images contribute to and clarify a text.	2.RF.3c Decode regularly spelled two-syllable words with long vowels.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
I Am an Inventor/ Gabby's Fast Ride	L/21	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.RI.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2.L.1f Produce, expand, and rearrange complete simple and compound sentences.

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
The Right Tools for the Job/Arnold Saves the Day	L/22	2.RL.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	2.RI.8 Describe how reasons support specific points the author makes in a text.	2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.W.7 Participate in shared research and writing projects.	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2.L.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.
The First Flight/ The Balloon Adventure	L/22	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.
Body Works/ The Mystery Trip	M/23	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.RF.3f Recognize and read grade-appropriate irregularly spelled words.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.1b Build on others' talk on conversations by linking their comments to the remarks of others.	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Built By Hand/ Dr. Zardos and the Mind Stone	M/23	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.RF.3d Decode words with common prefixes and suffixes	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root.
Living in Space/ Space Camp	M/24	2.RL.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	2.W.1 Write opinion pieces in which the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.
Marathon Journal/ The Marathon Man	M/24	2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.SL.1a Follow agreed-upon rules for discussions.	2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.



Flying Start to Literacy: Common Core Standards - Stage 7 / Fluent Plus Stage

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Amazing Salamanders/ Salamander Surprise	N/25	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	3.RI.1 Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 3 topic or subject matter.	3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists the reasons.	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3.L.1c Use abstract nouns.
Corn Crazy/ The Great Corn Invention	N/25	3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RF.3b Decode words with common Latin suffixes	3.W.2c Use linking words and phrases to connect ideas within categories of information.	3.SL.1b Follow agreed-upon rules for discussions.	3.L.4c Use a root word as a clue to the meaning of an unknown word with the same root.
Food Rescue/ The King of Waste	N/26	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.RF.3c Decode multi-syllabic words.	3.W.2b Develop the topic with facts, definitions, and details.	3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3.L.1d Form and use regular and irregular verbs.
Saving Wild Wolves/ Wolf Secret	N/26	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3.RI.4 Determine the meaning or general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	3.RF.3d Read grade-appropriate irregularly spelled words.	3.W.1b Provide reasons that support the opinion.	3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3.L.1e Form and use the simple verb tenses.
Deadly Venom: Killer or Cure?/ The Stubborn Princess	O/27	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.RI.6 Distinguish their own point of view from that of the author of a text.	3.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	3.W.3c Use temporal words and phrases to signal event order.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.	3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
Riding the Waves/ Wipe-out!	O/27	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.	3.RF.4a Read on-level text with purpose and understanding.	3.W.3b Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.L.2c Use commas and quotation marks in dialogue.

PAIR TITLES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
The Question of Water/ Ming Saves the Day	O/28	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading a necessary.	3.W.2d Provide a concluding statement or section.	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.L.5a Distinguish the literal and non-literal meanings of words and phrases in context.
Seasons in the Kelp Forest/ Thunder Cave	O/28	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text.	3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3.L.1i Produce simple, compound, and complex sentences.
Incredible Underground Homes/ The Wild Caves	P/29	3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	3.RI.1 Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 3 topic or subject matter.	3.RF.3b Decode words with common Latin suffixes	3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	3.SL.1b Follow agreed-upon rules for discussions.	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Wildfires/ A Hard Choice	P/29	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RF.3c Decode multi-syllabic words.	3.W.3b Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks others.	3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word.
We Must Protect Old Growth Forests/ Dan's Trees	P/30	3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	3.RI.6 Distinguish their own point of view from that of the author of a text.	3.RF.3d Read grade-appropriate irregularly spelled words.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.L.3b Recognize and observe between the conventions of spoken and written standard English.
Under the Ice/ Professor Valdor and the Giant Laser	P/30	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	3.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	3.W.2b Develop the topic with facts, definitions, and details.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.	3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.



Flying Start to Literacy: State Standards - Advanced Stage / Levels Q-S (40)

PAIR TITLES/ PERSPECTIVES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
What Makes a Champion?/ Swim Like a Fish	Q/40	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	L.4.5a Explain the meaning of simple similes and metaphors in context.
PERSPECTIVES: Playing Competitive Sports: Is Competition Good for Children?	Q-S/ 40	N/A	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
HeroRATS/ Clever Rats	Q/40	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	L.4.3a Choose words and phrases to convey ideas precisely.
PERSPECTIVES: Putting Animals to Work: What are the Issues?	Q-S/ 40	N/A	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to remarks of others.	L.4.3a Choose words and phrases to convey ideas precisely.
First-time Visitors/ Odysseus and the Cyclops	R/40	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERSPECTIVES: Hazardous Adventures: At What Cost?	Q-S/ 40	N/A	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.2 Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	L.4.4a Use context as clue to the meaning of a word or phrase.

PAIR TITLES/ PERSPECTIVES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Polio: A Frightening Disease/ Dance On!	R/40	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	RI.4.3 Explain events, procedures, ideas, or concepts in an historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	L.4.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
PERSPECTIVES: Preventing Diseases: What are the Issues?	Q-S/ 40	N/A	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Our Active Earth/ A New Geyser Erupts	S/40	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.4.1d Review the key ideas expressed and explain their own ideas and understandings in light of the discussion.	L.4.1d Order adjectives within sentences according to conventional patterns.
PERSPECTIVES: Living in Dangerous Places: What are the Issues?	Q-S/ 40	N/A	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.1d Review the key ideas expressed and explain their own ideas and understandings in light of the discussion.	L.4.2d Spell grade-appropriate words correctly, consulting references as needed.
Clean Energy/ Surviving the Earthquake	S/40	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to remarks of others.	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific word and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.



Flying Start to Literacy: State Standards - Advanced Fluent Stage / Levels T-V (50)

PAIR TITLES/ PERSPECTIVES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Animals in Danger: Orangutans/ Ahmad's Jourey	T/50	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	5.L.5a Interpret figurative language, including similes and metaphors, in context.
PERSPECTIVES: Disappearing Rainforests: What are the Issues?	T-V/ 50	N/A	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.1b Follow agree-upon rules for discussions and carry out assigned roles.	5.L.5a Interpret figurative language, including similes and metaphors, in context.
Discovering the Lost World/ Exploring Galápagos	Q/40	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5.L.1c Use verb tense to convey various times, sequences, states, and conditions.
PERSPECTIVES: Natural Wonders of the World: How do We Protect Them?	T-V/ 50	N/A	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	5.L.4a Use context as a clue to the meaning of a word or phrase.
Fighting for Children's Rights/ A Dollar a Day	U/50	RL.5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
PERSPECTIVES: Children and Work: What are the Issues?	T-V/ 50	N/A	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PAIR TITLES/ PERSPECTIVES	LEVEL	READING LITERATURE	INFORMATIONAL TEXTS	FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
The Camera Doesn't Lie!/ The Scoop	U/50	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERSPECTIVES: Caught on Camera: The Power of Photography	T-V/ 50	N/A	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.L.2a Spell grade-appropriate words correctly, consulting references as needed.
Living in Harsh Environments/ Into the Desert	V/50	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
PERSPECTIVES: Living with the Weather: What Are the Challenges?	T-V/ 50	N/A	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
The Mystery of the Pyramids/ King for a Week	V/50	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	N/A	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.L.5a Interpret figurative language, including similes and metaphors, in context.
PERSPECTIVES: Archaeological Treasures: Who Owns Them?	T-V/ 50	N/A	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.L.5a Interpret figurative language, including similes and metaphors, in context.