

IREAD Correlation	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
<b>IREAD3 and ILEARN Correlation</b> <a href="#">IREAD-3-Item-Specifications-2023.pdf</a> <a href="#">IREAD Released Items Repository</a>								
<b>Reading Foundations</b> <b>Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.</b>								
<b>Print Concepts</b>								
2.RF.1		Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	Multiple	<a href="#">Hegerty, Phonemic Awareness, Oxie Reading IXL</a> <a href="#">2.RF.1</a>	In Which Lesson Will You Teach Students To: Decode two-syllable words (independent of context) that contain the six major syllable types  <b>closed syllables (CVC); Quarter 1:</b> Roxie Lessons 1-9 Hegerty Phonemic Awareness Weeks 1-35 <b>open syllables(V); Quarter 1:</b> Roxie Lesson 10-12 and 30 Hegerty Phonemic Awareness Weeks 1-35 <b>silent-e (VCe); Quarter 1:</b> Roxie Lessons 10-13 Hegerty Phonemic Awareness Weeks 1-35 <b>vowel team (VV); Quarter 2:</b> Roxie Lessons 24-50 Hegerty Phonemic Awareness Weeks 1-35 <b>r-controlled (CVr); Quarter 3 and 4:</b> Roxie Lessons 36-37 and 46, 49 Hegerty Phonemic Awareness Weeks 1-35 <b>consonant-le (Cle); Quarter 1:</b> Roxie Lessons 15 Hegerty Phonemic Awareness Weeks 1-35	syllable types decode syllable vowel vowel consonant	Syllable Types: There are <b>six syllable types</b> in the English language represented by the acronym <b>CLOVER</b> : <b>C</b> losed, <b>C</b> onsonant- <b>le</b> , <b>O</b> pen, <b>V</b> owel <b>T</b> eam, <b>S</b> ilent- <b>E</b> , and <b>R</b> - <b>C</b> ontrolled.  Word lists, decodable sentences, and short decodable texts can provide opportunities for students to practice recently learned spelling patterns. Teachers should encourage students to identify spelling patterns in word lists and texts.  <b>The incorporation of nonsense words in phonics instruction is supported by current research and serves different purposes.</b>  One purpose is that <b>it ensures application of the rule or pattern.</b>  <b>Provide explicit, systematic approaches to instruction focusing on the easier to more complex syllable types.</b>  Once sound-symbol correspondences and blending skills are mastered, teach phonics in context.  <b>Be sure that students know the meaning of the words they are reading and provide plenty of practice with games and connected text such as decodable books or text.</b>	1.RF.6: Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)  3.RF.1: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)
2.RF.2		Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	Multiple, Qtr. 1, Qtr. 2	<a href="#">Hegerty, Phonemic Awareness, Oxie Reading IXL</a> <a href="#">2.RF.2</a>	In Which Lesson Will You Teach Students To: Accurately decode one-syllable regularly-spelled words using knowledge of:  <b>short vowels; Quarter 1:</b> Roxie Reading Lessons 1-9; Hegerty Phonemic Awareness 1-35 <b>long vowels; Quarter 2:</b> Roxie Reading Lessons 10-35; Hegerty Phonemic Awareness 1-35 <b>vowel teams; Quarter 2:</b> Roxie Reading Lessons 23-43	vowel team regularly-spelled decode	Phonics connects sounds with symbols (alphabet letters), also known as graphemes.  Phonics includes decoding (reading words) and encoding (spelling).  Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences and knowledge of graphemes.  Decoding requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning.  A diphthong is the occurrence of two vowels blending together resulting in a slide or shift in the syllable sound produced (e.g., the /ow/ and /oi/ sounds in cow and boy).  Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences and knowledge of graphemes.  Decoding requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning.	1.RF.5: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)  This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
2.RF.3		Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	Multiple, Qtr. 1, Qtr. 2, Qtr. 3, Qtr. 4	<a href="#">Hegerty, Phonemic Awareness, Oxie Reading IXL</a> <a href="#">2.RF.3</a>	In Which Lesson Will You Teach Students To: Apply the knowledge of six syllable types to base words to decode compound words and contractions. <b>Quarter 1-4; Roxie Reading Lessons 1-56; Hegerty Phonemic Awareness 1-35</b>  Decode words with common prefixes, suffixes, and possessives. <b>Quarter 1-4; Roxie Reading Lessons 1-56; Hegerty Phonemic Awareness 1-35</b>	base word prefix suffix contractions possessives compound words	Students should be able to decode words using phonics and word analysis skills.  Morphology should be taught within the context of vocabulary instruction as a strategy for understanding the relationships among words based on their shared meaningful units.  Students understand and use basic morphological knowledge as early as kindergarten and first grade. Begin by teaching the plural markers (pronounced /s/ and /z/) and past tense -ed (pronounced /id/, /d/, /t/) as students sort pictures. When students understand these endings, called inflectional morphemes, move on to compound words (e.g., cowboy, moonlight).	1.RF.7: Decode grade appropriate base words and affixes including common prefixes plurals, verb tense inflectional suffixes (e.g., plurals, verb tenses), and simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)  3.RF.4: Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)
2.RF.4		Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	Multiple	<a href="#">Guided Readers Rooted in Reading DIBELS</a> <a href="#">2.RF.4</a>	In Which Lesson Will You Teach Students To: Read decodable or grade-level text with appropriate accuracy. <b>Rooted in Reading weekly (fresh reads) Guided Readers weekly; DIBELS monthly assessments and Progress Monitoring</b>  Read decodable or grade-level text at an appropriate rate. <b>Rooted in Reading weekly (fresh reads) Guided Readers weekly; DIBELS monthly assessments and Progress Monitoring</b>  Read decodable or grade-level text with appropriate prosody. <b>Rooted in Reading weekly (fresh reads) Guided Readers weekly; DIBELS monthly assessments and Progress Monitoring</b>	Fluency Prosody Accuracy Rate	"Decodable text is text in which a high proportion of words (80%-90%) comprise letter-sound correspondences that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading." (UFLI, Glossary of Terms).  Fluency is measured in Word Count Per Minute (WCPM).  The focus of fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding.  Fluency is the ability to read naturally, accurately, and with proper expression.  Fluency is not reading fast, but reading at an appropriate rate.  Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate an understanding of the function of punctuation.  Fluency provides a bridge between word recognition and comprehension.  Automaticity: reading without conscious effort or attention to decoding.  The process of orthographic mapping enables the storage of printed words in long term memory for instant recognition and fluent reading.	1.RF.8: Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.  3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.
<b>Reading Comprehension</b> <b>Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>								

IREAD Correlation		Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	Qtr. 2	Guided Readers Rooted in Reading Close Reads IXL	2.RC.1	<p>In Which Lesson Will You Teach Students To:</p> <p>Ask questions about the main idea and key details in a text (e.g., "Who?", "What?", "Where?", "When?", "Why?", "How?").</p> <p>Answer questions about the main idea and key details in a text (e.g., "Who?", "What?", "Where?", "When?", "Why?", "How?").</p> <p>Rooted in Reading December, Close Reads, IXL</p>	key details text main idea	<p>Students ask questions about the important details in the text. They also correctly answer questions about key details in the text.</p> <p>Teachers must first build students' language comprehension skills, best developed early through interactive read-alouds and dialogic reading. This instruction has the added benefit of increasing students' background knowledge, vocabulary, and text structure knowledge as well as their verbal reasoning skills.</p> <p>Knowing how and when to ask for help allows students to more actively participate in their own learning.</p> <p>Comprehension cannot wait for beginning readers to master decoding.</p> <p>Instruction that focuses on a variety of language processing abilities must occur concurrently with code-breaking instruction.</p>	1.RC.1: Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	3.RC.1: Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)
2.RC.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Multiple	Guided Readers Rooted in Reading Close Reads	2.RC.2	<p>In Which Lesson Will You Teach Students To:</p> <p>Explain the important events from the beginning, middle, and end of stories (including fables and folktales).</p> <p>Rooted in Reading August, October, and ongoing through the year.</p> <p>Use text evidence to explain the central message, lesson, or moral of a text.</p> <p>Rooted in Reading November, January, and ongoing through the year.</p> <p>Explain how key details in a text work together to convey the central message, lesson, or moral of a text.</p> <p>Rooted in Reading November, January, and ongoing through the year.</p> <p>Understanding the basic lessons or morals of fables and folktales from diverse cultures.</p> <p>Rooted in Reading November, January, and ongoing through the year.</p>	fable folktales recount central message moral	<p>Students recount stories including fables and folktales from diverse cultures.</p> <p>Students establish the central messages, lesson, or morals and explain how the important details helped communicate those ideas.</p> <p>Recount is to give an account of an event or an experience in chronological order (a skill between retelling and summarizing).</p>	1.RC.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	3.RC.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)
2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	Multiple	Guided Readers Rooted in Reading Close Reads	2.RC.3	<p>In Which Lesson Will You Teach Students To:</p> <p>Answer questions referring explicitly to the text as the basis for answers.</p> <p>Rooted in Reading daily and IXL</p> <p>Use text evidence to describe the characters in a story.</p> <p>Using evidence from the text to support generalizations about the character.</p> <p>Determine major events and challenges facing characters in a story.</p> <p>Describe how the characters in the story respond to these challenges.</p> <p>Rooted in Reading August, November, February, March, May, and ongoing through the year.</p>	characters key details plot	<p>Students will describe characters, settings, or important events by referring to specific details from the text.</p> <p>Students explain how characters react and respond to the important events or challenges in the story.</p> <p>Select and employ specific strategies before, during, and after text reading, as appropriate to the text and the stated purposes for reading.</p> <p>Teach and support students in using graphic organizers matched to specific text structures during reading and while planning responses.</p>	1.RC.3: Using key details, identify and describe the elements of plot, character, and setting. (E)	3.RC.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
2.RC.4	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)	Multiple	Guided Readers Rooted in Reading Close Reads IXL	2.RC.4	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify characteristics of narrative text genres:</p> <p>Plot; Characters; and Setting.</p> <p>Describe the plot elements in a story (e.g., the beginning, the events in the middle, the conclusion).</p> <p>Rooted in Reading August, September, October, February, March, May, and ongoing through the year.</p>	describe structure	<p>Students describe how the story is structured from the beginning to the end.</p> <p>Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.</p> <p>Comprehension cannot wait for beginning readers to master decoding. Instruction that focuses on a variety of language processing abilities must occur concurrently with code-breaking instruction. Five big ideas focus on reading comprehension instruction: text structure, background knowledge, text cohesion, inference, and the reading/writing connection.</p> <p>Teach and support students in using graphic organizers matched to specific text structures during reading and while planning written responses.</p>	1.RC.5: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
2.RC.5	Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	Multiple	Guided Readers Rooted in Reading Close Reads IXL	2.RC.5	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify the point of view of various characters.</p> <p>Distinguish how the point of view of one character is different from that of another character.</p> <p>Demonstrate the difference by speaking in a different voice for each character when reading out loud.</p> <p>Rooted in Reading October and February. Read alouds, daily.</p>	characters dialogue point of view	<p>Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character</p>	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	3.RC.4: Distinguish personal point of view from that of the narrator or those of the characters.
2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	Multiple	Guided Readers Rooted in Reading Close Reads IXL	2.RC.6	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify the main idea of a multi-paragraph text.</p> <p>Identify the focus or topic of specific paragraphs within the text.</p> <p>Define the main idea and locate it in a text or section of text.</p> <p>Rooted in Reading August, December, January, and February. Close Reads.</p>	main idea topic paragraph	<p>Students recognize the main idea of a text with multiple paragraphs.</p> <p>They can also state the main focus of each paragraph in the text.</p> <p>Graphic organizers help students develop note-taking skills when working with the main idea and supporting details.</p> <p>During an oral reading of a text, detect and provide appropriate feedback to address students' misunderstandings in comprehension.</p>	1.RC.6: Retell main ideas and key details of a text. (E)	3.RC.5: Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)

IREAD Correlation	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.	Multiple	Guided Readers Rooted in Reading Scholastic News IXL Close Reads	2.RC.7	In Which Lesson Will You Teach Students To: Recognize text features. Use text features to better understand the meaning of the text. Use text features to quickly locate key information in a text. Understand that text features can be used to set a purpose for reading. <b>Scholastic News weekly. Rooted in Reading January, October, and May (ongoing through the year).</b>	text feature clarify key facts  Students use text features to help them quickly and easily locate information specific to a topic.  Students should be able to make connections between a text and how the information they gather from its text features informs its meaning.  Text features (e.g., headings, captions, illustrations, boldface words, graphs, diagrams, glossaries) provide additional information about a text that help readers comprehend its meaning.  This standard is to build the expectation that students move beyond simply identifying one or more text features to actually using them to help understand the meaning of a text.	1.RC.7: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	3.RC.7: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E)	Qtr. 2	Guided Readers Rooted in Reading Scholastic News Close Reads IXL	2.RC.8	In Which Lesson Will You Teach Students To: Understand the characteristics and purposes of different types of text structures (e.g., compare and contrast, procedure, cause and effect). Locate topic sentences and signal words that help identify the text structure. Identify the structure of a text. <b>Rooted in Reading November, December, January, and May (ongoing through the year).</b>	nonfiction text cause and effect compare and contrast  Text structure refers to the way an author organizes their text. Identifying the text structure at the beginning encourages the reader to question how subsequent sections of the text fit into the identified text structure. This process enables the reader to monitor their comprehension.  Order is a key component of a text structured to support the description of a procedure. Texts using this format usually don't present any event or instruction out of order, as doing so would make its directions more difficult to follow.  Students recognize what ideas an author is providing in an informational text. They are able to name what points in the text the author uses to develop or clarify those ideas.  During an oral reading of text, detect and provide appropriate feedback to help address students' misunderstandings in comprehension.	1.RC.8: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	3.RC.8: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)
2.RC.9	Describe how an author uses facts to support specific points in a text.	Qtr. 2	Guided Readers Rooted in Reading Scholastic News Close Reads IXL	2.RC.9	In Which Lesson Will You Teach Students To: Determine specific points the author makes in a text. Describe the facts that the author gives to support the specific points in the text. <b>Rooted in Reading ongoing through the year.</b>	fact support points  Students explain the differences and similarities of the most important points of two texts on the same topic.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	3.RC.9: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	Qtr. 3	Guided Readers Rooted in Reading Scholastic News Close Reads IXL	2.RC.10	In Which Lesson Will You Teach Students To: Identify the most important points presented in two informational texts on the same topic. Compare the most important points across two texts. Contrast the most important points across two texts. <b>Rooted in Reading August, November, and December. IXL</b>	compare contrast topic  Students explain the differences and similarities of the most important points of two texts on the same topic.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	3.RC.10: Compare and contrast the most important points and key details presented in two texts on the same topic.
2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	Multiple	Guided Readers Rooted in Reading Scholastic News Close Reads IXL	2.RC.11	In Which Lesson Will You Teach Students To: Identify and use relevant sentence-level context clues to determine meaning of unknown words in text. Identify and use relevant text features to determine the meaning of unknown words in text. <b>Rooted in Reading Vocabulary Units daily/weekly. IXL</b>	context clues text features sentence level  Information from the textual setting helps identify a word or word group.  Use think-alouds while reading texts to model how to find the meaning of unknown vocabulary.  Different types of context clues to help determine and clarify meanings of unknown words: definitions or explanation; synonyms or restatement; antonyms or contrast; examples; and word parts or using root words and affixes  Sentence-level clues require examination of the ways in which clauses are combined or how clauses relate to each other.	1.RC.9: Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	3.RC.11: Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
2.RC.12	Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). (E)	Multiple	Rooted in Reading (Vocab) IXL Roxie Reading	2.RC.12	In Which Lesson Will You Teach Students To: Name and sort words into categories. Identify synonyms and antonyms. Identify the relationship between synonyms and antonyms. Identify multiple-meaning words. Determine how words can be spelled the same or sound the same but have different meanings. <b>Roxie Reading daily. Rooted in Reading Vocabulary Units weekly.</b>	synonym antonym multiple-meaning words  The intent of this standard is for students to experience the process of inferring and to apply the skill of making reasonable assumptions by closely examining how words are related to each other (based on synonyms, antonyms, or multiple-meanings) for the purpose of vocabulary development. Know the shortcomings for vocabulary building of activities that require looking up words in a dictionary and writing a sentence with the word.	1.RC.10: Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)	3.RC.12: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)

**Writing**

Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.

2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	Multiple	Roxie Reading (dictation) Rooted in Reading	2.W.1	In Which Lesson Will You Teach Students To: Develop an efficient pattern for forming individual letters. Write all uppercase and lowercase letters of the alphabet correctly and legibly. Use the appropriate spacing between letters and words when writing with automaticity. <b>Roxie Reading daily, and Rooted in Reading daily.</b>	legible  Directly teaching handwriting enhances legibility and fluency.  Handwriting should be integrated with phonics instruction.  Handwriting in the earliest grades is linked to basic reading and spelling achievement.  Teachers should provide specific feedback to students about how they can improve the legibility of their writing.  Use visual cues to guide letter formation.  The goal of handwriting instruction is to help students develop legible writing that is produced quickly with little conscious attention.  Practice letters in groups that have similar shapes so students have practice reinforcing the same motor pattern.  Handwriting is a means of expressing language, just like speech.	1.W.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	3.W.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
-------	--	----------	---	-------	--	---	--	--

IREAD Correlation	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	Qtr. 2	<a href="#">Rooted in Reading</a>	<a href="#">2.W.2</a>	In Which Lesson Will You Teach Students To:  Establish an opinion on a topic to introduce in writing.  Give reasons that connect to the opinion using linking words (e.g., because, and, also).  Support the opinion with multiple reasons.  Write a concluding statement or section stating the original opinion.  <b>Rooted in Reading October and ongoing through the year.</b>	opinion concluding statement reasons linking words  With guidance and support, students write opinion pieces using feeling words, supplying reasons to support why they feel the way they do, and end with a conclusion statement to restate their original opinion on the given topic	1.W.2: Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent or classmate) and give reasons why the proposal should be considered. (E)	3.W.2: Write persuasive compositions in a variety of forms that: State the opinion in an introductory statement or section; Support the opinion with reasons in an organized way; Connect opinion and reasons using words and phrases; and Provide a concluding statement or section. (E)
2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	Multiple	<a href="#">Rooted in Reading</a>	<a href="#">2.W.3</a>	In Which Lesson Will You Teach Students To:  Introduce a topic to inform or teach others that includes a main idea.  Use appropriate and important facts and details to support the topic.  Complete writing with a relevant and connected concluding statement.  <b>Rooted in Reading August, December, and ongoing through the year.</b>	informative/explanatory main idea topic details fact concluding statement  The main goal of informational writing is to increase knowledge by providing straightforward information on a topic.  The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood.	1.W.3: Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	3.W.3: Write informative compositions on a variety of topics that: State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., photographs, maps) when useful to aid comprehension. Provide a concluding statement or section. (E)
2.W.4	Write narratives that: a. Include a beginning; b. Use temporal words to signal event order (e.g., first of all); c. Provide details to describe actions, thoughts, and feelings; and d. Provide a middle and an ending. (E)	Qtr. 3	<a href="#">Rooted in Reading</a>	<a href="#">2.W.4</a>	In Which Lesson Will You Teach Students To:  Create a narrative with a plot (beginning, middle, and end).  Include details to describe actions, thoughts, and feelings.  Use temporal words to signal event order.  <b>Rooted in Reading April.</b>	event temporal words  Students will write a narrative or story. It should include character(s), setting, and a series of events that take place in a sequential order.  The student will use detailed sentences to give the reader a vivid description of what is taking place and a closing that lets the reader know the story has ended.  During read alouds, provide examples of narratives, pointing out and discussing the plot of a story (beginning, middle, and end), an organized sequence of events, and incorporation of setting and characters.	1.W.4: Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	3.W.4: Write narrative compositions in a variety of forms that: Establish an introduction (e.g., situation, narrator, characters); Include specific descriptive details and clear event sequences; Include dialogue; Connect ideas and events using introduction and transition words; and Provide an ending. (E)
2.W.5	Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents.	Qtr. 4	<a href="#">Rooted in Reading</a>	<a href="#">2.W.5</a>	In Which Lesson Will You Teach Students To:  Engage in all steps of the writing process, including planning, drafting, revising, and publishing.  Plan writing through discussions and drawings.  Revise drafts with support by adding details.  Use feedback and suggestions from adults and peers to make editing decisions on capitalization, punctuation, usage, and spelling.  Utilize digital technology with support from adults to publish writing pieces.  <b>Rooted in Reading April.</b>	revision/revising drafts publish technology/digital tools  Throughout the writing process, the teacher meets with students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work. Students also meet with their peers to share their information and ask and answer questions to help clarify writing.  Support is defined as using graphics, sentence stems, specific examples, or additional explanation.	1.W.5: With support, apply the writing process to – Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and Use available technology to produce and publish legible documents.	3.W.5: Apply the writing process to – Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use available technology to produce and publish legible documents.
2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	Multiple	<a href="#">Pebble Go</a> <a href="#">Rooted in Reading</a>	<a href="#">2.W.6</a>	In Which Lesson Will You Teach Students To:  Use multiple sources to build background and find information on a topic.  Use graphic organizers or other aids to classify information.  Organize information on the topic.  Summarize information gathered on the topic.  Present informally on information gathered.  <b>Pebble Go Research (weekly), and Rooted in Reading ongoing through the year.</b>	research topic text sources visual sources summarize format  Students investigate a specific topic to build knowledge about that topic.	1.W.6: With support, conduct research on a topic. Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.	3.W.6: Conduct research on a topic. Where did Benjamin Harrison grow up? Identify a specific topic or question of interest (e.g. Locate information in reference texts, electronic resources, or through interviews. Recognize that some sources may be more reliable than others. Record relevant information in their own words. Present the information, choosing from a variety of formats. (E)
2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. b. Verbs – I. Using sentences that use the past tense of frequently occurring irregular verbs. II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs. d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Shurley Grammar</a>	<a href="#">2.W.7</a>	In Which Lesson Will You Teach Students To:  When writing or speaking, use sentences that include these nouns:  Common; Proper; Possessive; Collective nouns; and Irregular plural.  When writing or speaking, use sentences that include personal and possessive pronouns.  When writing or speaking, use sentences that correctly use variations of verbs that include:  Past tense of frequently occurring; irregular verbs Action verbs; and Linking verbs.  When writing or speaking, use adjectives.  When writing or speaking, use adverbs.  When writing or speaking, use different kinds of sentences correctly.  <b>Rooted in Reading August through May weekly, Shurley Grammar through the year, and IXL topics.</b>	common noun proper noun irregular plural nouns pronouns irregular verbs linking verbs adjectives adverbs collective noun possessive pronoun irregular past tense verb declarative interrogative imperative exclamatory  A complete sentence has two parts: the complete subject, telling who or what the sentence is about, and the complete predicate, telling the action or what the subject is doing, thinking, or feeling. Instruction about the sentence should begin by explaining to students that a complete sentence has both these parts.  A complete sentence, minimally, is a noun phrase plus a verb phrase. The subject must be a noun or noun phrase; the predicate must include a verb or verb phrase.  Writing activities should first be introduced and guided through oral language modeling and guidance.  Provide students with sentence stems and sentence builders to strengthen their skills.  An irregular verb is one a verb that does not form its past tense and past participle by adding –ed, –d, or –t, as regular verbs do (e.g., sing, sang, sung; go, went, gone).  Young readers not only must acquire foundation reading skills and academic and literary vocabulary, but they also must be able to interpret the meaning underlying the structure of sentences. Interpretation of sentences is required if students are to comprehend whole texts (Scott, 2009).	1.W.7: Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns. Verbs – Using sentences using verbs to convey a sense of past, present, and future. Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	3.W.7: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)

IREAD Correlation	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
2.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. b. Punctuation – I. Correctly using a period, question mark, or exclamation mark at the end of a sentence. II. Using an apostrophe to form contractions and singular possessive nouns. III. Using commas in greetings and closings of letters, dates, and to separate items in a series. c. Encoding – I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. II. Generalizing learned spelling patterns (e.g., word families) when writing words. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Shurley</a> <a href="#">Amma</a> <a href="#">Kie Reading</a> IXL	<a href="#">2.W.8</a>  In Which Lesson Will You Teach Students To:  Capitalize: Greetings; Months; Days of the week; Titles; Initials in names; and Proper names (including holidays and geographic names).  Correctly use punctuation: At the end of a sentence (period, question mark, exclamation mark); Apostrophes to form contractions; Apostrophes to form singular possessive nouns; Commas in greetings and closing of letters; Commas in dates; and Commas to separate items in a series.  Use knowledge of learned syllable types when spelling regular words.  Use knowledge of learned syllable types when spelling irregular words.  <b>Roxie Reading daily lessons and dictations, IXL topics, Shurley Grammar throughout the year, Rooted in Reading weekly lessons throughout the year.</b>	capitalization punctuation period question mark exclamation mark apostrophe comma encode irregular words possessive nouns contractions spelling patterns and generalizations short vowel sound long vowel sound r-controlled vowel consonant-blend pattern	When teaching the spelling patterns, follow the same developmental sequence used for decoding instruction.  Teach spelling and decoding together.  Have students practice reading the pattern in text, then dictate some of those same words to practice encoding.  Irregular words are those that do not follow the principle rules that govern spelling.  Encoding means to use letter-sound knowledge (when writing) by applying phonics, spelling patterns, and structural analysis skills.  Spelling is a connection-forming process—that is, sounds are linked to the spelling (orthographic) pattern, both of which are linked to the word's meaning. As these three linguistic connections are made and solidified, students are well on their way to becoming fluent readers and spellers.  Evidence suggests that studying syntax and grammar out of context through rote memorization does not result in improved performance.	1.W.8: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun "I". Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	3.W.8: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives. Using quotation marks to mark direct speech. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). Spelling – Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

Communication and Collaboration

Learning Outcome: Students actively listen and participate in discussions using details and answering questions

2.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Second Steps</a>	<a href="#">2.CC.1</a>  In Which Lesson Will You Teach Students To:  Talk about and add to discussion of grade-level appropriate topics and texts with different partners.  Participate in conversations about topics and texts with different partners.  In a conversation, two or more people listen carefully and take turns speaking.  <b>Rooted in reading throughout the year, read alouds daily, Second Steps SEL lessons weekly.</b>	text topic collaborative conversations	Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.  Students add to a conversation with appropriate comments.  Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.	1.CC.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	3.CC.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)
2.CC.2	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Second Steps</a>	<a href="#">2.CC.2</a>  In Which Lesson Will You Teach Students To:  Demonstrate listening by looking at the speaker or in that direction.  Take turns when speaking and responding to the speaker.  Demonstrate listening by adding a relevant comment about something shared.  When speaking, share comments connected to the topics and text being discussed.  <b>Rooted in Reading daily lessons, Second Steps SEL lessons weekly, read alouds daily.</b>	topics discussion	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  Students help develop, understand, and agree to follow discussion rules and norms such as listening to others with care and speaking one at a time about the topics and texts under discussion.  Explain and model what it looks like to actively listen to a speaker.  When students are being active listeners, they are hearing and thinking about what is being said.	1.CC.2: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
2.CC.3	Ask for clarification and further explanation as needed about the topics and texts under discussion.	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Second Steps</a>	<a href="#">2.CC.3</a>  In Which Lesson Will You Teach Students To:  Ask questions in order to get clarification on questions about the topic or text being discussed.  Explain meaning, thinking, or understanding of what is being presented on the topic or text being discussed through questioning.  <b>Rooted in Reading daily lessons.</b>	topic clarification	Students ask a speaker questions to gain more information and/or clarity or to deepen their understanding of the presented topic or issue.  Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	3.CC.3 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E)
2.CC.4	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Second Steps</a>	<a href="#">2.CC.4</a>  In Which Lesson Will You Teach Students To:  Ask questions in order to get clarification on questions about the topic or text being discussed.  Answer questions in order to explain meaning, thinking, or understanding about the topic or text being discussed.  Gather information using important details or facts.  Deepen their understanding and knowledge of a topic or idea by asking and answering questions.  <b>Rooted in Reading daily lessons.</b>	topic clarify	Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details.	1.CC.4: Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	3.CC.4: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
2.CC.5	Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Second Steps</a>	<a href="#">2.CC.5</a>  In Which Lesson Will You Teach Students To:  Create simple presentations that have a clear focus on a topic.  Use various media, when appropriate, to clarify ideas, thoughts, and feelings.  <b>Rooted in Reading weekly. Second Steps SEL weekly lessons.</b>	media clarify	Students create interesting presentations of stories, poems, and/or research that flow easily at an understandable speed. They use images and/or media to enrich specific details. The visual should help clarify ideas, thoughts, or feelings.	1.CC.6: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	3.CC.7: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
2.CC.6	Give and follow oral directions with three or more steps.	Multiple	<a href="#">Rooted in Reading</a> <a href="#">Second Steps</a>	<a href="#">2.CC.6</a>  In Which Lesson Will You Teach Students To:  Orally restate directions with three or more steps.  Follow directions with three or more steps (e.g. oral or visual).  <b>Rooted in Reading daily lessons throughout the year.</b>	receptive (understanding) language	Auditory processing is the brain's ability to receive and understand the information that is heard through the ears and is more complex than just listening or hearing.  Get the student's attention before you give a direction.  There are plenty of factors that influence the ability to follow directions: hearing/vision, executive function skills, language comprehension, grammar, student level of interest, task complexity, and sequencing.	1.CC.7: Give and follow oral directions with two or three steps.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
2.CC.7	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)	Qtr. 3	<a href="#">Rooted in Reading</a>	<a href="#">2.CC.7</a>  In Which Lesson Will You Teach Students To:  Follow directions with three or more steps (e.g. oral or visual).  <b>Rooted in Reading February (Author's Purpose), and daily lessons throughout the year.</b>	media culture multi-step entertain persuade inform	Students will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.  Students will develop media literacy, which is the ability to understand, analyze, and evaluate media (i.e., electronic or digital means and print or artistic visuals used to transmit messages).	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	3.CC.8: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)