

# Correlations to: The Oklahoma Academic Standards for Handwriting, Composition Writing and Emergent Reading/Alphabet Knowledge

Transitional Kindergarten – Grade 5



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Domain: English Language Arts	Transitional Kindergarten
Standard 1: Speaking and Listening	
Reading	
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>            Wood Pieces Set for Capital Letters            Capital Letter Cards for Wood Pieces            Mat for Wood Pieces            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>            Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11            Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13            Before Reading, During Reading, After Reading, Throughout, pp. 32-187            Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)            Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57            A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 46-55, 56-65, 66-76, 134-145  Multisensory Activities, pp. 147-179  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Multimodal Learning, Partner Talk, pp. 34, 130; Express Opinions, pp. 94, 124, 176; Act It Out, pp. 40, 52, 100, 118, 128, 142, 148, 166, 172  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p>

<p><b>K.1.R.4</b> Students will follow one and two step directions.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Letter Learning Practice, Throughout, pp. 12, 22, 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital) <i>Throughout</i>, pp. 4-64  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 46-55, 56-65, 66-76, 134-145  Multisensory Activities, pp. 147-179</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Activities Throughout, e.g., pp. 6-15, 16-25, 26-36, 82-93</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>Writing</b></p>	
<p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p>

<p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>Standard 2: Reading Foundations</b></p>	
<p><b>Phonological Awareness</b></p>	
<p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  During Reading, Throughout, pp.32-287  <i>Mat Man® and the Great Alphabet Parade</i></p>

	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Words Lesson Plans Throughout, e.g., pp. 85, 87, 89, 93, 95, 97, 99, 101, 103, 105, 109, 113, 115, 117, 119, 121, 123, 127</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Word Activities Throughout, e.g., pp. 39, 41, 43, 47, 49, 51, 53, 55, 57, 59, 63, 67, 69, 71, 73, 75, 77, 81</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher's Guide</i> (print and digital)  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 19  Early Literacy, p. 19  During Reading, Emerging Readers, pp. 39, 45, 51, 57, 63, 87, 93, 99, 105, 111, 141, 159, 183  After Reading, Developing Readers, pp. 39, 63, 87, 117, 165  A-Z for Mat Man® and Me Student Letter Books (print and digital)  Introduction to the letter, pp. 1-2</p> <p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Cross-Curricular Connection, pp. 69, 84, 87, 105, 120</p>

<p><b>K.2.PA.3</b> Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (e.g., “the puppy pounces”).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Before Reading: Warm Up with Phonemic Awareness, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  A-Z for Mat Man® and Me Student Letter Books (print and digital)  Throughout the series, e.g., <i>Ben and the Big Bagels; Jana, Jen, and the Jellyfish; Paco and Piano</i></p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.PA.5</b> Students will count, pronounce, blend, segment, and delete syllables in spoken words.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>



<p><b>K.2.PA.6</b> Students will blend and segment onset and rime in one syllable spoken words (e.g., <i>Blending: /ch/ + at = chat; segmenting: cat = /c/+ at</i>).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.PA.7</b> Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast)</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.PA.8</b> Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.PA.9</b> Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

Print Concepts	
<p><b>K.2.PC.1</b> Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide, Letter Learning Practice, p. 12            An Integrated Approach to Learning the Alphabet, p. 16            Early Literacy Skills, p. 18            Best Practices for Teaching the Alphabet, p. 22            Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186            Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)            Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56            A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>            Name Lesson Plans pp. 45, 128            Letter Lesson Plans Throughout, e.g., pp.46-55, 56-65, 66-76, 82-92, 94-99, 100-110, 111-120, 122-127</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>            Name Activities pp. 5, 94            Letter Activities Throughout, e.g., pp. 6-15, 16-25, 26-36, 37-47, 48-53, 54-59, 60-64, 65-75, 76-81</p> <p><b>Teacher Tools and Manipulatives</b>            Wood Pieces Set for Capital Letters            Capital Letter Cards for Wood Pieces            Mat for Wood Pieces            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>            Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>

**K.2.PC.2** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Key Features of the Teacher's Guide, Letter Learning Practice, p. 12

An Integrated Approach to Learning the Alphabet, p. 16

Early Literacy Skills, p. 18

Best Practices for Teaching the Alphabet, p. 22

Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186

*A-Z for Mat Man® and Me Student Practice Book, Emerging* (print and digital)

*Practice the Letter*, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56

A-Z for Mat Man® and Me Student Letter Books (print and digital)

*Mat Man® and the Great Alphabet Parade*

**Handwriting Without Tears Teacher's Guide**

*Kick Start Kindergarten Teacher's Guide*

Words Lesson Plans Throughout, e.g., pp. 85, 87, 89, 93, 95, 97, 99, 101, 103, 105, 109, 113, 115, 117, 119, 121, 123, 127

**Handwriting Without Tears Student Activity Book**

*Kick Start Kindergarten*

Word Activities Throughout, e.g., pp. 39, 41, 43, 47, 49, 51, 53, 55, 57, 59, 63, 67, 69, 71, 73, 75, 77, 81

**Teacher Tools and Manipulatives**

*Mat Man® Book Set*

Wood Pieces Set for Capital Letters

Capital Letter Cards for Wood Pieces

Mat for Wood Pieces

Slate Chalkboard

Magnetic Lowercase & Blackboard Set

Blackboard with Double Lines

**Technology Resources and Music**

*Rock, Rap, Tap & Learn CD (Lowercase Letters)*

Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try

<p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Before Reading, During Reading, After Reading, Throughout, e.g., pp. 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears</b>  <i>Handwriting Without Tears: Kick Start Kindergarten</i> provides explicit instruction to address critical handwriting skills for students not ready for kindergarten and book orientation is not included as part of the handwriting instruction.</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.PC.4</b> Students will recognize that written words are made up of letters and are separated by spaces.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  An Integrated Approach to Learning the Alphabet, p. 16  Reading Science Informs our Approach, p. 17  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p>

	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Words Lesson Plans Throughout, e.g., pp. 85, 87, 89, 93, 95, 97, 99, 101, 103, 105, 109, 113, 115, 117, 119, 121, 123, 127</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Word Activities Throughout, e.g., pp. 39, 41, 43, 47, 49, 51, 53, 55, 57, 59, 63,67, 69, 71, 73, 75, 77, 81</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i></p>
<p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher's Guide</i> (print and digital)  Key Features of the Teacher's Guide: Letter Learning, p. 9  An Integrated Approach to Learning the Alphabet, p. 16  Reading Science Informs our Approach, p. 17  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Lesson Plans Throughout, e.g., pp. 46-55, 56-65, 66-76, 134-145  Multisensory Activities, pp. 147-179</p>

	<p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>            Activities Throughout, e.g., pp. 6-15, 16-25, 26-36, 82-93</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>            Wood Pieces Set for Capital Letters            Capital Letter Cards for Wood Pieces            Mat for Wood Pieces            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>            Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Letter Learning, After Reading p. 9            Key Features of the Teacher’s Guide: Meaning Making, p. 11            After Reading, Multimodal Learning, p. 44, 104            After Reading, ELL, p. 88, 136  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>            Sentence Lesson Plans pp. 89, 93, 109, 113, 127</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>            Sentence Activities pp. 43, 47, 63, 67, 81</p>

	<p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p> <p>Wood Pieces Set for Capital Letters</p> <p>Capital Letter Cards for Wood Pieces</p> <p>Mat for Wood Pieces</p> <p>Slate Chalkboard</p> <p>Magnetic Lowercase &amp; Blackboard Set</p> <p>Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b></p> <p>Rock, Rap, Tap &amp; Learn CD</p>
<b>Phonics and Word Study</b>	
<p><b>K.2.PWS.1</b> Students will name all uppercase and lowercase letters.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Teacher’s Guide, Letter Learning Practice, p. 12</p> <p>An Integrated Approach to Learning the Alphabet, p. 16</p> <p>Early Literacy Skills, p. 18</p> <p>Best Practices for Teaching the Alphabet, p. 22</p> <p>Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b></p> <p><i>Kick Start Kindergarten Teacher’s Guide</i></p> <p>Teaching Capitals, pp. 41-76</p> <p>Teaching Lowercase Letters, Words and Sentences, pp. 79-128</p> <p><b>Handwriting Without Tears Student Activity Book</b></p> <p><i>Kick Start Kindergarten</i></p> <p>Capital Letters, pp. 4-37</p> <p>Lowercase Letters, pp. 38-81</p>

	<p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p> <p>Wood Pieces Set for Capital Letters</p> <p>Capital Letter Cards for Wood Pieces</p> <p>Mat for Wood Pieces</p> <p>Slate Chalkboard</p> <p>Magnetic Lowercase &amp; Blackboard Set</p> <p>Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b></p> <p><i>Rock, Rap, Tap &amp; Learn CD</i></p> <p>Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.2.PWS.2</b> Students will sequence the letters of the alphabet.</p>	<p><i>A-Z for Mat Man® and Me</i> presents Letter Lessons in sequential order. However, we recommend that the letters are taught in developmental order. Similarly, <i>Kick Start Kindergarten</i> introduces letter writing in a developmentally appropriate progression, rather than in sequence order.</p> <p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Teacher’s Guide, Letter Learning Practice, p. 12</p> <p>An Integrated Approach to Learning the Alphabet, p. 16</p> <p>Early Literacy Skills, p. 18</p> <p>Best Practices for Teaching the Alphabet, p. 22</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b></p> <p><i>Kick-Start Kindergarten Teacher’s Guide</i></p> <p>Developmental Teaching, p. 42</p> <p><b>Handwriting Without Tears Student Activity Book</b></p> <p><i>Kick-Start Kindergarten</i></p> <p>Capitals for Me, p. 36</p> <p>Lowercase Letters for Me, p. 37</p>



	<p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man</i>® Book Set</p> <p>Slate Chalkboard</p> <p>Magnetic Lowercase &amp; Blackboard Set</p> <p>Blackboard with Double Lines</p>
<p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man</i>® and <i>Me Teacher's Guide</i> (print and digital)</p> <p>Key Features of the Teacher's Guide: Letter Learning, pp. 8-9</p> <p>Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19</p> <p>Before Reading: Warm Up with Phonemic Awareness, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p>Throughout the series, e.g., <i>Ben and the Big Bagels</i>; <i>Jana, Jen, and the Jellyfish</i>; <i>Paco and Piano</i></p> <p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man</i>® Book Set</p> <p>Slate Chalkboard</p> <p>Magnetic Lowercase &amp; Blackboard Set</p> <p>Blackboard with Double Lines</p>
<p><b>K.2.PWS.4</b> Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= <i>at, in, up</i>; CVC words = <i>pat, hen, lot</i>).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man</i>® and <i>Me Teacher's Guide</i> (print and digital)</p> <p>Key Features of the Teacher's Guide: Letter Learning, pp. 8-9</p> <p>Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19</p> <p>Reading Science Informs our Approach, p. 17</p> <p>After Reading, Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

	<p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p> <p>Slate Chalkboard</p> <p>Magnetic Lowercase &amp; Blackboard Set</p> <p>Blackboard with Double Lines</p>
<b>Fluency</b>	
<p><b>K.2.F.1</b> Students will read first and last name in print.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b></p> <p><i>Kick Start Kindergarten Teacher’s Guide</i></p> <p>Name Lesson Plans pp. 45, 128</p> <p><b>Handwriting Without Tears Student Activity Book</b></p> <p><i>Kick Start Kindergarten</i></p> <p>Name Activities pp. 5, 94</p>
<p><b>K.2.F.2</b> Students will read common high frequency grade-level words by sight (<i>e.g., not, was, to, have, you, he, is, with, are</i>).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Student Letter Books, Words to Watch, p. 6</p> <p>Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9</p> <p>Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19</p> <p>Reading Science Informs our Approach, p. 17</p> <p>Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182</p> <p>After Reading: Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p>

Standard 2: Reading and Writing Process	
Reading	
<p><b>K.2.R.1</b> Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  Multimodal Learning, pp. 52, 100, 118, 128, 142, 148, 172  Graphic Organizers, pp. 196, 198, 199  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p>	
<p><b>K.2.R.3</b> Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<b>Writing</b>	
<p><b>K.2.W.1</b> Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  <i>Handwriting Without Tears: Kick Start Kindergarten</i> provides explicit instruction to address critical handwriting skills for students not ready for kindergarten and writing first drafts is not included as part of the handwriting instruction.</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p>
<p><b>K.2.W.2</b> Students will begin to develop first drafts by sequencing the action or details of stories/texts.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  Graphic Organizers, pp. 196, 198, 199  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p>	
<b>Standard 3: Critical Reading and Writing</b>	
<b>Reading</b>	
<p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p>	

<p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13  Before Reading, During Reading, After Reading, Throughout, pp. e.g., 34, 40-41, 43, 46, 52-54, 55, 58, 64, 70, 76, 82-83, 85, 88, 94-95, 97, 106, 112-113, 115, 118, 124-125, 127, 130, 136, 142-143, 145, 148, 154, 160, 166, 169, 172-173, 175, 178, 184  Meaning Making Practice, pp. 43, 61, 85, 91, 97, 115, 127, 139, 145, 151, 163, 169, 175, 187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story: Characters/Setting, pp. 9, 13, 15, 23, 25, 27, 33, 37, 41, 43, 45, 49, 51, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13  Before Reading, During Reading, After Reading, Throughout, e.g., pp. 41, 53, 82, 83, 95, 113, 116, 125, 143, 167, 184  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<p><b>K.3.R.4</b> Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p><i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p>
<p><b>Writing</b></p>	
<p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  Graphic Organizers, pp. 196-200</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines</p>

Standard 4: Vocabulary	
Reading	
<p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K 4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Games and Songs, p. 190  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

Writing	
<p><b>K.4.W.1</b> Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Key Features of the Teacher’s Guide: Letter Learning Practice, p. 12  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Key Features of the Teacher’s Guide: Letter Learning Practice, p. 12  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186  Graphic Organizers, pp. 196-200</p>



	<p><i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p><i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<b>Standard 5: Language</b>	
<b>Reading</b>	
<p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p>	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Sentence Lesson Plans pp. 89, 93, 109, 113, 127</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Sentence Activities pp. 43, 47, 63, 67, 81</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.5.R.2</b> Students will recognize concrete objects as persons, places, or things (<i>i.e., nouns</i>) with guidance and support.</p>	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Kick Start Kindergarten Teacher's Guide</i>  Word and Sentence Lessons, Throughout, e.g., pp. 84-88, 92-104, 108, 112-122, 126</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Word and Sentence Activities pp. 38-43, 46-59, 62-63, 66-77, 80-81</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<p><b>K.5.R.3</b> Students will recognize words as actions (<i>i.e., verbs</i>) with guidance and support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Word and Sentence Lessons, Throughout, e.g., pp. 84-88, 92-104, 108, 112-122, 126</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Word and Sentence Activities pp. 38-43, 46-59, 62-63, 66-77, 80-81</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.5.R.4</b> Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Games and Songs, p. 190</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>Writing</b></p>	
<p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"> <li>● their first name</li> <li>● the pronoun “I.”</li> </ul>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Name Lesson Plans pp. 26, 45, 128, 151,  Sentence Lesson Plans pp. 89, 93, 109, 113, 127  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Name Activities pp. 5, 94  Sentence Activities pp. 43, 47, 63, 67, 81</p>

	<p><b>Teacher Tools and Manipulatives</b>  Wood Pieces Set for Capital Letters  Mat for Wood Pieces  Slate Chalkboard  Capital Letter Cards for Wood Pieces  Blackboard with Double Lines  Magnetic Lowercase &amp; Blackboard Set</p> <p><b>Technology Resources and Music</b>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.5.W.2</b> Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Sentence Lesson Plans pp. 89, 93, 109, 113, 127</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Kick Start Kindergarten</i>  Sentence Activities pp. 43, 47, 63, 67, 81</p>
<p><b>Standard 6: Research</b></p>	
<p><b>Reading</b></p>	
<p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p>	
<p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<b>Writing</b>	
<p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Graphic Organizers, pp. 196-200</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Kick Start Kindergarten Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-128</p>
<p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p>	
<b>Standard 7: Multimodal Literacies</b>	
<b>Reading</b>	
<p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide, Meaning Making, p. 11  Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines</p>

	<p><b>Technology Resources and Music</b> Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p>	
<p><b>Writing</b></p>	
<p><b>K.7.W.1</b> Students will use appropriate technology to communicate with others with guidance and support.</p>	
<p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b> <i>A-Z for Mat Man® and Me Teacher's Guide</i> (print and digital) Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184 Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187 Graphic Organizers, pp. 196-200 <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital) Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57 A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b> Wood Pieces Set for Capital Letters Capital Letter Cards for Wood Pieces Mat for Wood Pieces Slate Chalkboard Magnetic Lowercase &amp; Blackboard Set Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b> Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>

Standard 8: Independent Reading and Writing	
Reading	
<p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with Book.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11            Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
Writing	
<p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making Practice, p. 13            Meaning Making Practice, Throughout, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187            Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)            Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>            Wood Pieces Set for Capital Letters            Capital Letter Cards for Wood Pieces            Mat for Wood Pieces            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines</p>

Domain: English Language Arts	Kindergarten
Standard 1: Speaking and Listening	
Reading	
<p><b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>            Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b>            Wood Pieces Set for Capital Letters            Capital Letter Cards for Wood Pieces            Mat for Wood Pieces            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines            Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>            Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>

**K.1.R.2** Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher’s Guide* (print and digital)

Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11

Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13

Before Reading, During Reading, After Reading, Throughout, pp. 32-187

Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184

*A-Z for Mat Man® and Me Student Practice Book, Emerging* (print and digital)

Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57

A-Z for Mat Man® and Me Student Letter Books (print and digital)

**Handwriting Without Tears Teacher’s Guide**

*Letters and Numbers for Me Teacher’s Guide*

Letter Lesson Plans Throughout, e.g., pp. 46-51, 52-57, 58-64, 65, 67-71, 72-79, 80-85, 86-95, 96-103, 104-108, 111-128, 147-179

Multisensory Activities, pp. 147-179

Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109

**Building Writers Teacher’s Guide**

*Building Writers Teacher Resource Book A*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers A*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86



	<p><b>Teacher Tools and Manipulatives</b></p> <p>Mat Man® Book Set  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b></p> <p><i>Rock, Rap, Tap &amp; Learn CD</i>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Multimodal Learning, Partner Talk, pp. 34, 130; Express Opinions, pp. 94, 124, 176; Act It Out, pp. 40, 52, 100, 118, 128, 142, 148, 166, 172  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b></p> <p><i>Letters and Numbers for Me Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b></p> <p><i>Building Writers Teacher Resource Book A</i>  Writing Templates, pp. 13-15</p> <p><b>Building Writers Teacher’s Guide</b></p> <p><i>Building Writers A</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p>

**K.1.R.4** Students will follow one and two step directions.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher’s Guide* (print and digital)

Letter Learning Practice, Throughout, pp. 12, 22, 32-187

*A-Z for Mat Man® and Me Student Practice Book, Emerging* (print and digital) Throughout, pp. 4-64

*A-Z for Mat Man® and Me Student Letter Books* (print and digital)

**Handwriting Without Tears Teacher’s Guide**

*Letters and Numbers for Me Teacher’s Guide*

Letter Lesson Plans Throughout, e.g., pp. 46-51, 52-57, 58-64, 65, 67-71, 72-79, 80-85, 86-95, 96-103, 104-108, 111-128, 147-179

Multisensory Activities, pp. 147-179

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Letter Activities Throughout, e.g., pp. 6–7, 8–13, 14–19, 20–26, 27–35, 36–41, 42–45, 46–51, 52–59, 60–65, 69, 74

**Building Writers Teacher’s Guide**

*Building Writers Teacher Resource Book A*

Writing Templates, pp. 13-15

**Building Writers Teacher’s Guide**

*Building Writers A*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86

	<p><b>Teacher Tools and Manipulatives</b>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<b>Writing</b>	
<p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p>
<p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers A</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines</p>
<b>Standard 2: Reading Foundations</b>	
<b>Phonological Awareness</b>	
<p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  During Reading, Throughout, pp.32-287  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 44–45, 46–51, 52–57, 58–64, 70–79, 80–85, 86–95, 96–103, 104–108,112–128</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Word &amp; Sentence Activities Throughout, e.g., pp. 31, 35, 39, 41, 43, 47, 49, 53, 57, 61, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<p><b>K.2.PA.2</b> Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 19  Early Literacy, p. 19  During Reading, Emerging Readers, pp. 39, 45, 51, 57, 63, 87, 93, 99, 105, 111, 141, 159, 183  After Reading, Developing Readers, pp. 39, 63, 87, 117, 165  A-Z for Mat Man® and Me Student Letter Books (print and digital)  Introduction to the letter, pp. 1-2</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Cross-Curricular Connections, p. 62  Enrichment, p. 122  Lesson, p. 124</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Activity, p. 78</p>
<p><b>K.2.PA.3</b> Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) ( e.g., “the puppy pounces”).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Before Reading: Warm Up with Phonemic Awareness, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  A-Z for Mat Man® and Me Student Letter Books (print and digital)  Throughout the series, e.g., <i>Ben and the Big Bagels; Jana, Jen, and the Jellyfish; Paco and Piano</i></p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<p><b>K.2.PA.4</b> Students will recognize the short or long vowel sound in one syllable words.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.PA.5</b> Students will count, pronounce, blend, segment, and delete syllables in spoken words.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.PA.6</b> Students will blend and segment onset and rime in one syllable spoken words (<i>e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at</i>).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.PA.7</b> Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (<i>e.g., /f/ /a/ /s/ /t/= fast</i>)</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

<p><b>K.2.PA.8</b> Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>K.2.PA.9</b> Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 51, 63, 69, 93, 105, 111, 123, 135, 147, 159, 171, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>Print Concepts</b></p>	
<p><b>K.2.PC.1</b> Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide, Letter Learning Practice, p. 12  An Integrated Approach to Learning the Alphabet, p. 16  Early Literacy Skills, p. 18  Best Practices for Teaching the Alphabet, p. 22  Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

**Handwriting Without Tears Teacher's Guide**

*Letters and Numbers for Me Teacher's Guide*

Name Activity p. 45

Letter Lesson Plans Throughout, e.g., pp. 46–51, 52–57, 58–64, 65, 67–71, 72–79, 80–85, 86–95, 96–103, 104–108, 111–128, 147–179

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Name Activity p. 7

Letter Activities Throughout, e.g., pp. 6–7, 8–13, 14–19, 20–26, 27–35, 36–41, 42–45, 46–51, 52–59, 60–65, 69, 74

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book A*

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers A*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86

**Teacher Tools and Manipulatives**

Wood Pieces Set for Capital Letters

Capital Letter Cards for Wood Pieces

Mat for Wood Pieces

Slate Chalkboard

Magnetic Lowercase & Blackboard Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal A*

**Technology Resources and Music**

*Rock, Rap, Tap & Learn CD*

Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try



**K.2.PC.2** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Key Features of the Teacher's Guide, Letter Learning Practice, p. 12

An Integrated Approach to Learning the Alphabet, p. 16

Early Literacy Skills, p. 18

Best Practices for Teaching the Alphabet, p. 22

Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186

*A-Z for Mat Man® and Me Student Practice Book, Emerging* (print and digital)

Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56

A-Z for Mat Man® and Me Student Letter Books (print and digital)

*Mat Man® and the Great Alphabet Parade*

**Handwriting Without Tears Teacher's Guide**

*Letters and Numbers for Me Teacher's Guide*

Lesson Plans pp. 112, 116, 120

Read, Color & Draw Activities pp. 134–143

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Activities pp. 27, 38, 43, 66, 70, 74, 84–93

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book A*

A Look Inside: Introducing Writing Types, pp. 3-4

**Building Writers Student Activity Book**

*Building Writers A*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86

	<p><b>Teacher Tools and Manipulatives</b></p> <p>Mat Man® Book Set  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b></p> <p><i>Rock, Rap, Tap &amp; Learn CD (Lowercase Letters)</i></p>
<p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Before Reading, During Reading, After Reading, Throughout, e.g., pp. 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears</b></p> <p><i>Letters and Numbers for Me</i> provides explicit instruction to address critical handwriting skills for kindergarten students and book orientation is not included as part of the handwriting instruction.</p> <p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p>

**K.2.PC.4** Students will recognize that written words are made up of letters and are separated by spaces.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

An Integrated Approach to Learning the Alphabet, p. 16

Reading Science Informs our Approach, p. 17

Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19

After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183

*A-Z for Mat Man® and Me Student Practice Book, Emerging* (print and digital)

Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56

A-Z for Mat Man® and Me Student Letter Books (print and digital)

*Mat Man® and the Great Alphabet Parade*

**Handwriting Without Tears Teacher's Guide**

*Letters and Numbers for Me Teacher's Guide*

Lesson Plans Throughout, e.g., pp. 44–45, 46–51, 52–57, 58–64, 70–79, 80–85, 86–95, 96–103, 104–108, 112–128

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Word & Sentence Activities Throughout, e.g., pp. 31, 35, 39, 41, 43, 47, 49, 53, 57, 61, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book A*

A Look Inside: Introducing Writing Types, pp. 3-4

**Building Writers Student Activity Book**

*Building Writers A*

Writing Activities, Throughout, Narrative Writing, pp. 10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86

	<p><b>Teacher Tools and Manipulatives</b></p> <p>Mat Man® Book Set  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b></p> <p><i>Rock, Rap, Tap &amp; Learn CD</i></p>
<p><b>K.2.PC.5</b> Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, p. 9  An Integrated Approach to Learning the Alphabet, p. 16  Reading Science Informs our Approach, p. 17  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b></p> <p><i>Letters and Numbers for Me Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 44–45, 46–51, 52–57, 58–64, 115, 120  Multisensory Activities, pp. 147-179</p> <p><b>Handwriting Without Tears Student Activity Book</b></p> <p><i>Letters and Numbers for Me</i>  Activities Throughout, e.g., pp. 6–7, 8–13, 14–19, 20–26, 69–82, 83–94</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, pp. 3-4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b>  Mat Man® Book Set  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.2.PC.6</b> Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, After Reading p. 9  Key Features of the Teacher’s Guide: Meaning Making, p. 11  After Reading, Multimodal Learning, p. 44, 104  After Reading, ELL, p. 88, 136  A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p>

**Handwriting Without Tears Teacher's Guide**

*Letters and Numbers for Me Teacher's Guide*

Sentence Lesson Plans pp. 85, 87, 91, 93, 97, 101, 104, 109, 113, 114, 115, 117, 118, 119, 121,123, 125, 126, 127, 128

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Sentence Activities Throughout, e.g., pp. 41, 43, 47, 49, 53, 57, 61, 65, 67, 69, 71, 72, 73, 75, 77, 79, 80, 81, 82

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book A*

A Look Inside: Introducing Writing Types, pp. 3-4

**Building Writers Student Activity Book**

*Building Writers A*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86

**Teacher Tools and Manipulatives**

Mat Man® Book Set

Wood Pieces Set for Capital Letters

Capital Letter Cards for Wood Pieces

Mat for Wood Pieces

Slate Chalkboard

Magnetic Lowercase & Blackboard Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal A*

**Technology Resources and Music**

*Rock, Rap, Tap & Learn CD*

Phonics and Word Study	
<p><b>K.2.PWS.1</b> Students will name all uppercase and lowercase letters.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide, Letter Learning Practice, p. 12            An Integrated Approach to Learning the Alphabet, p. 16            Early Literacy Skills, p. 18            Best Practices for Teaching the Alphabet, p. 22            Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)            A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>            Teaching Capitals, pp. 42-65            Teaching Lowercase Letters, Words and Sentences, pp. 68-108</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>            Capital Letters, pp. 8-26            Lowercase Letters, pp. 27-51</p> <p><b>Teacher Tools and Manipulatives</b>            Mat Man® Book Set            Wood Pieces Set for Capital Letters            Capital Letter Cards for Wood Pieces            Mat for Wood Pieces            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines</p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i>            Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>

**K.2.PWS.2** Students will sequence the letters of the alphabet.

*A-Z for Mat Man® and Me* presents Letter Lessons in sequential order. However, we recommend that the letters are taught in developmental order. Similarly, *Letters and Numbers for Me* introduces letter writing in a developmentally appropriate progression, rather than in sequence order.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Key Features of the Teacher's Guide, Letter Learning Practice, p. 12

An Integrated Approach to Learning the Alphabet, p. 16

Early Literacy Skills, p. 18

Best Practices for Teaching the Alphabet, p. 22

*A-Z for Mat Man® and Me Student Practice Book, Emerging* (print and digital)

*A-Z for Mat Man® and Me Student Letter Books* (print and digital)

*Mat Man® and the Great Alphabet Parade*

**Handwriting Without Tears Teacher's Guide**

*Letters and Numbers for Me Teacher's Guide*

Developmental Teaching, p. 42

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Capitals for Me, p. 26

Lowercase Letters for Me, p. 27

**Teacher Tools and Manipulatives**

Slate Chalkboard

Magnetic Lowercase & Blackboard Set

Blackboard with Double Lines



<p><b>K.2.PWS.3</b> Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Before Reading: Warm Up with Phonemic Awareness, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  A-Z for Mat Man® and Me Student Letter Books (print and digital)  Throughout the series, e.g., <i>Ben and the Big Bagels; Jana, Jen, and the Jellyfish; Paco and Piano</i></p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.2.PWS.4</b> Students will blend letter sounds to decode simple <i>Vowel / Consonant (VC)</i> and <i>Consonant / Vowel / Consonant (CVC)</i> words (e.g., <i>VC words= at, in, up; CVC words = pat, hen, lot</i>).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Reading Science Informs our Approach, p. 17  After Reading, Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>Fluency</b></p>	
<p><b>K.2.F.1</b> Students will read first and last name in print.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Name Lesson p. 45</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Name Activity p. 7</p>

<p><b>K.2.F.2</b> Students will read common high frequency grade-level words by sight (e.g., <i>not, was, to, have, you, he, is, with, are</i>).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Reading Science Informs our Approach, p. 17  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  After Reading: Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>Standard 2: Reading and Writing Process</b></p>	
<p><b>Reading</b></p>	
<p><b>K.2.R.1</b> Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  Multimodal Learning, pp. 52, 100, 118, 128, 142, 148, 172  Graphic Organizers, pp. 196, 198, 199  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<p><b>K.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<p><b>K.2.R.3</b> Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Template, p. 15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Writing Lessons and Activities, pp. 7-8, 20-22, 35</p>

	<p><b>Teacher Tools and Manipulatives</b></p> <p><i>Mat Man® Book Set</i></p> <p>Wide Double Line Notebook Paper</p> <p><i>Writing Journal A</i></p>
<b>Writing</b>	
<p><b>K.2.W.1</b> Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187</p> <p>Graphic Organizers, pp. 196-200</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)</p> <p>Understanding the Story, Throughout, e.g., pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p><b>Handwriting Without Tears Teacher’s Guide</b></p> <p><i>Letters and Numbers for Me Teacher’s Guide</i></p> <p>Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b></p> <p><i>Building Writers Teacher Resource Book A</i></p> <p>Building the 6 Traits of Writers, p. 8</p> <p>Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers A</i></p> <p>Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Wide Double Line Notebook Paper</p> <p><i>Writing Journal A</i></p>

<p><b>K.2.W.2</b> Students will begin to develop first drafts by sequencing the action or details of stories/texts.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  Graphic Organizers, pp. 196, 198, 199  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Writing Activities, Throughout, e.g. pp. 7, 8, 20-22</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<p><b>K.2.W.3</b> Students will begin to edit first drafts using appropriate spacing between letters and words.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Writing Activities, Throughout, e.g. pp. 11, 12, 13, 18, 19, 24, 25, 26, 27, 28, 29, 30, 31, 69, 73, 74, 75, 76, 77, 78, 79, 80</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>

Standard 3: Critical Reading and Writing	
Reading	
<p><b>K.3.R.1</b> Students will name the author and illustrator, and explain the roles of each in a particular story.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.3.R.2</b> Students will describe characters and setting in a story with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11            Before Reading, During Reading, After Reading, Throughout, pp. e.g., 34, 40-41, 43, 46, 52-54, 55, 58, 64, 70, 76, 82-83, 85, 88, 94-95, 97, 106, 112-113, 115, 118, 124-125, 127, 130, 136, 142-143, 145, 148, 154, 160, 166, 169, 172-173, 175, 178, 184            Meaning Making Practice, pp. 43, 61, 85, 91, 97, 115, 127, 139, 145, 151, 163, 169, 175, 187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)            Understanding the Story: Characters/Setting, pp. 9, 13, 15, 23, 25, 27, 33, 37, 41, 43, 45, 49, 51, 57  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

<p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13  Before Reading, During Reading, After Reading, Throughout, e.g., pp. 41, 53, 82, 83, 95, 113, 116, 125, 143, 167, 184  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.3.R.4</b> Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

Writing	
<p><b>K.3.W</b> Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making Practice, p. 13            Meaning Making Practice, Throughout, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187            Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)            Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57            A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>            Throughout, e.g. pp. 11, 12, 13, 18, 19, 24, 25, 26, 27, 28, 29, 30, 31, 69, 73, 74, 75, 76, 77, 78, 79, 80</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>



Standard 4: Vocabulary	
Reading	
<p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>

<p><b>K.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K. 4.R.3</b> Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Games and Songs, p. 190  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>Writing</b></p>	
<p><b>K.4.W.1</b> Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Key Features of the Teacher’s Guide: Letter Learning Practice, p. 12  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g. Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Key Features of the Teacher’s Guide: Letter Learning Practice, p. 12  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<b>Standard 5: Language</b>	
<b>Reading</b>	
<p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Word and Sentence Lesson Plans pp. 75, 79, 87, 91, 93, 97, 101, 104, 109, 113, 114, 115, 117, 118, 119, 121,123, 125, 126, 127, 128</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Word and Sentence Activities Throughout, e.g., pp. 30-31, 34-35, 42-43, 46-49, 52-53, 56-57, 60-61, 64-65, 67, 69, 71, 72, 73, 75, 77, 79, 80, 81, 82</p> <p><i>Although Building Writer’s activities do not directly address grammar and parts of speech, model sentences include complete subjects, predicates with modifiers. Teachers can use modeling and editing to help students understand grammatical rules.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Mat Man® Book Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<p><b>K.5.R.2</b> Students will recognize concrete objects as persons, places, or things (<i>i.e., nouns</i>) with guidance and support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Word and Sentence Lesson Plans pp. 75, 79, 87, 91, 93, 97, 101, 104, 109, 113, 114, 115, 117, 118, 119, 121,123, 125, 126, 127, 128</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Word and Sentence Activities Throughout, e.g., pp. 30-31, 34-35, 42-43, 46-49, 52-53, 56-57, 60-61, 64-65, 67, 69, 71, 72, 73, 75, 77, 79, 80, 81, 82</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>

<p><b>K.5.R.3</b> Students will recognize words as actions (<i>i.e., verbs</i>) with guidance and support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Sentence Lesson Plans pp. 85, 87, 91, 93, 97, 101, 104, 109, 113, 114, 115, 117, 118, 119, 121,123, 125, 126, 127, 128</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Sentence Activities Throughout, e.g., pp. 41, 43, 47, 49, 53, 57, 61, 65, 67, 69, 71, 72, 73, 75, 77, 79, 80, 81, 82</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i>  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<p><b>K.5.R.4</b> Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Games and Songs, p. 190</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

Writing	
<p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"> <li>• their first name</li> <li>• the pronoun “I.”</li> </ul>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Letters and Numbers for Me Teacher’s Guide</i>  Name Lesson, p. 45  Sentence Lesson Plans pp. 85, 87, 91, 93, 97, 101, 104, 109, 113, 114, 115, 117, 118, 119, 121,123, 125, 126, 127, 128  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-69, 76-109</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Letters and Numbers for Me</i>  Name Activity, p. 7  Sentence Activities Throughout, e.g., pp. 41, 43, 47, 49, 53, 57, 61, 65, 67, 69, 71, 72, 73, 75, 77, 79, 80, 81, 82</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g. Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>

**K.5.W.2** Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.

**Handwriting Without Tears Teacher's Guide**

Letters and Numbers for Me Teacher's Guide

Sentence Lesson Plans pp. 85, 87, 91, 93, 97, 101, 104, 109, 113, 114, 115, 117, 118, 119, 121,123, 125, 126, 127, 128

**Handwriting Without Tears Student Activity Book**

*Letters and Numbers for Me*

Sentence Activities Throughout, e.g., pp. 41, 43, 47, 49, 53, 57, 61, 65, 67, 69, 71, 72, 73, 75, 77, 79, 80, 81, 82

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book A*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers A*

Throughout, e.g. Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80

**Teacher Tools and Manipulatives**

Mat Man® Book Set

Wood Pieces Set for Capital Letters

Capital Letter Cards for Wood Pieces

Mat for Wood Pieces

Slate Chalkboard

Magnetic Lowercase & Blackboard Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal A*

**Technology Resources and Music**

Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try



Standard 6: Research	
Reading	
<p><b>K.6.R.1</b> Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>
<p><b>K.6.R.2</b> Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
	<p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

Writing	
<p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Graphic Organizers, pp. 196-200  <i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>
<p><b>K.6.W.2</b> Students will find information from provided sources during group research with guidance and support.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>

Standard 7: Multimodal Literacies	
Reading	
<p><b>K.7.R.1</b> Students will recognize formats of print and digital text with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide, Meaning Making, p. 11            Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)            Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57            A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4            Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>            Throughout, e.g. Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p> <p><b>Technology Resources and Music</b>            Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p>	
Writing	
<p><b>K.7.W.1</b> Students will use appropriate technology to communicate with others with guidance and support.</p>	

<p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  Mat Man® Book Set  Wood Pieces Set for Capital Letters  Capital Letter Cards for Wood Pieces  Mat for Wood Pieces  Slate Chalkboard  Magnetic Lowercase &amp; Blackboard Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p> <p><b>Technology Resources and Music</b>  Digital Student Apps: Letter and Number Formations, Wood Pieces, and Wet-Dry-Try</p>
<p><b>Standard 8: Independent Reading and Writing</b></p>	
<p><b>Reading</b></p>	
<p><b>K.8.R</b> Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with a book.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Teacher Tools and Manipulatives</b>  <i>Mat Man® Book Set</i></p>

Writing	
<p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making Practice, p. 13  Meaning Making Practice, Throughout, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Emerging</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal A</i></p>

Domain: English Language Arts	1 <sup>st</sup> Grade
Standard 1: Speaking and Listening	
Reading	
<p><b>1.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>            Slate Chalkboard            Magnetic Lowercase &amp; Blackboard Set            Blackboard with Double Lines            Wide Double Line Notebook Paper  <i>Writing Journal B</i></p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i></p>

**1.1.R.2** Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media, to confirm understanding.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Key Features of the Teacher's Guide: Meaning Making, pp. 10-11

Key Features of the Teacher's Guide: Meaning Making Practice, pp. 13

Before Reading, During Reading, After Reading, Throughout, pp. 32-187

Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184

*A-Z for Mat Man® and Me Student Practice Book, Developing* (print and digital)

Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57

A-Z for Mat Man® and Me Student Letter Books (print and digital)

**Handwriting Without Tears Teacher's Guide**

*My Printing Book Teacher's Guide*

Lesson Plans pp. 61, 65, 67, 71, 73, 75, 79, 80, 85, 89, 90, 95, 99, 103, 107, 114, 122, 126, 129, 133, 139, 140, 141, 142, 143

Multisensory Activities, pp. 147-169

Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Slate Chalkboard  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p> <p><b>Technology Resources and Music</b>  <i>Rock, Rap, Tap &amp; Learn CD</i></p>
<p><b>1.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Multimodal Learning, Partner Talk, pp. 34, 130; Express Opinions, pp. 94, 124, 176; Act It Out, pp. 40, 52, 100, 118, 128, 142, 148, 166, 172  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p>



	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Slate Chalkboard  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.1.R.4</b> Students will restate and follow simple two-step directions.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Letter Learning Practice, Throughout, pp. 12, 22, 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)Throughout, pp. 4-64  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Lesson Plans pp. 61, 65, 67, 71, 73, 75, 79, 80, 85, 89, 90, 95, 99, 103, 107, 114, 122, 126, 129, 133, 139, 140, 141, 142, 143  Multisensory Activities, pp. 147-169</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Activities pp. 9, 10, 11, 12, 14, 15, 16, 17, 21, 23, 27, 29, 31, 35, 36, 41, 45, 46, 51, 55, 59, 63, 68, 76, 80, 83, 87, 89, 90, 91, 92, 93</p> <p><b>Teacher Tools and Manipulatives</b>  Slate Chalkboard  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

Writing	
<p><b>1.1.W.1</b> Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11            Meaning Making, Throughout, pp. 32-187</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>            Slate Chalkboard            Magnetic Lowercase &amp; Black Board Set            Blackboard with Double Lines            Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

**1.1.W.2** Students will work respectfully in groups.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184

*A-Z for Mat Man® and Me Student Letter Books* (print and digital)

**Handwriting Without Tears Teacher's Guide**

*My Printing Book Teacher's Guide*

Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers B*

Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86

**Teacher Tools and Manipulatives**

Slate Chalkboard

Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal B*

Standard 2: Reading Foundations	
Phonological Awareness	
<p><b>1.2.PA.1</b> Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>1.2.PA.2</b> Students will differentiate short from long vowel sounds in one syllable words.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  After Reading, Phonological Awareness and Phonics, pp. 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99,105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>1.2.PA.3</b> Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Before Reading: Warm Up with Phonemic Awareness, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)  Throughout the series, e.g., <i>Ben and the Big Bagels; Jana, Jen, and the Jellyfish; Paco and Piano</i></p>

<p><b>1.2.PA.4</b> Students will blend phonemes to form spoken words with 4 to 6 phonemes ) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).</p>	
<p><b>1.2.PA.5</b> Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).</p>	
<p><b>1.2.PA.6</b> Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  During Reading, Developing Readers, pp. 33, 39, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>Print Concepts</b></p>	
<p><b>1.2.PC.1</b> Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide, Letter Learning Practice, p. 12  An Integrated Approach to Learning the Alphabet, p. 16  Early Literacy Skills, p. 18  Best Practices for Teaching the Alphabet, p. 22  Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144,150, 156, 162, 168, 174, 180, 186  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

**Handwriting Without Tears Teacher's Guide**

*My Printing Book Teacher's Guide*

Lesson Plans pp. 61, 65, 67, 71, 73, 75, 79, 80, 85, 89, 90, 95, 99, 103, 107, 114, 122, 126, 129, 133, 139, 140, 141, 142, 143

Multisensory Activities, pp. 147-169

**Handwriting Without Tears Student Activity Book**

*My Printing Book*

Activities pp. 9, 10, 11, 12, 14, 15, 16, 17, 21, 23, 27, 29, 31, 35, 36, 41, 45, 46, 51, 55, 59, 63, 68, 76, 80, 83, 87, 89, 90, 91, 92, 93

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

A Look Inside: Introducing Writing Types, pp. 3-4

**Building Writers Student Activity Book**

*Building Writers B*

Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86

**Teacher Tools and Manipulatives**

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Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal B*

**Technology Resources and Music**

*Rock, Rap, Tap & Learn CD*

**1.2.PC.2** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Key Features of the Teacher's Guide: Letter Learning, After Reading p. 9

Key Features of the Teacher's Guide: Meaning Making, p. 11

After Reading, Multimodal Learning, p. 44, 104

After Reading, ELL, p. 88, 136

*A-Z for Mat Man® and Me Student Practice Book, Developing* (print and digital)

Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56

*A-Z for Mat Man® and Me Student Letter Books* (print and digital)

*Mat Man® and the Great Alphabet Parade*

**Handwriting Without Tears Teacher's Guide**

*My Printing Book Teacher's Guide*

Lesson Plans, pp. 69, 77, 81, 83, 87, 91, 93, 97, 101, 105, 109

Multisensory Activities, pp. 147-169

**Handwriting Without Tears Student Activity Book**

*My Printing Book*

Sentence Activities pp. 25, 33, 37, 39, 43, 47, 49, 53, 57, 61, 65, 69-71, 73-75, 77-79, 81, 83-87

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

A Look Inside: Introducing Writing Types, pp. 3-4

**Building Writers Student Activity Book**

*Building Writers B*

Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86

**Teacher Tools and Manipulatives**

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Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal B*

Phonics and Word Study	
<p><b>1.2.PWS.1</b> Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)</li> <li>● consonant blends (e.g., bl, br, cr)</li> <li>● consonant digraphs and trigraphs (e.g., sh-, -tch)</li> <li>● vowel sounds: <ul style="list-style-type: none"> <li>○ long</li> <li>○ short</li> </ul> </li> <li>● r -controlled vowels (e.g., ar, er, ir or, ur)</li> <li>● vowel spelling patterns: <ul style="list-style-type: none"> <li>○ vowel digraphs (e.g., ea, oa, ee)</li> <li>○ vowel-consonant-silent-e (e.g., lake)</li> </ul> </li> </ul>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Reading Science Informs our Approach, p. 17  After Reading, Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p>
<p><b>1.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled)</li> <li>● inflectional endings (e.g., -s, -ed, -ing)</li> <li>● compound words</li> <li>● contractions</li> </ul>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Reading Science Informs our Approach, p. 17  After Reading, Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)  <i>Mat Man® and the Great Alphabet Parade</i></p>



<p><b>1.2.PWS.3</b> Students will read words in common word families (e.g., -at, -ab, -am, -in).</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Student Letter Books, Words to Watch, p. 6</p> <p>Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9</p> <p>Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19</p> <p>Reading Science Informs our Approach, p. 17</p> <p>Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182</p> <p>After Reading: Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)</p> <p>Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>Fluency</b></p>	
<p><b>1.2.F.1</b> Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Student Letter Books, Words to Watch, p. 6</p> <p>Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9</p> <p>Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19</p> <p>Reading Science Informs our Approach, p. 17</p> <p>Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

<p><b>1.2.F.2</b> Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Early Literacy Skills in A-Z for Mat Man® and Me, pp. 18-19  Reading Science Informs our Approach, p. 17  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182  After Reading: Phonological Awareness and Phonics, pp. 39, 45, 57, 75, 81, 87, 99, 117, 129, 141, 153, 165, 177  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>Standard 2: Reading and Writing Process</b></p>	
<p><b>Reading</b></p>	
<p><b>1.2.R.1</b> Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  Multimodal Learning, pp. 52, 100, 118, 128, 142, 148, 172  Graphic Organizers, pp. 196, 198, 199  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

<p><b>1.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p>
<p><b>1.2.R.3</b> Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Before Reading, During Reading, After Reading, Throughout, pp. 32-187  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Writing Activities, pp. 7-9, 18-22, 30</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

Writing	
<p><b>1.2.W.1</b> Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Understanding the Story, Throughout, e.g., pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 68, 76, 82, 86, 92, 96, 100, 104, 108, 116-117, 120-121, 124-125, 131-133</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Sentence &amp; Paragraph Activities Throughout, e.g., pp. 24-25, 32-33, 37-39, 42-43, 48-49, 52-53, 56-57, 60-61, 64-65, 70-71, 74-75, 78-79, 85-87</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Writing Activities, Throughout, Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

<p><b>1.2.W.2</b> Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Meaning Making Practice, pp. 37, 67, 73, 79, 103, 109, 121, 133, 139, 157, 181  Graphic Organizers, pp. 196, 198, 199  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Writing Activities, Throughout, e.g. pp. 18, 30</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.2.W.3</b> Students will correctly spell grade-appropriate, highly decodable words (e.g., <i>cup, like, cart</i>) and common, irregularly spelled sight words (e.g., <i>the</i>) while editing.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g. pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p>

	<p><b>Teacher Tools and Manipulatives</b></p> <p>Slate Chalkboard  Blackboard with Double Lines  Magnetic Lowercase &amp; Black Board Set  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.2.W.4</b> Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook</i>).</p>	<p><b>Building Writers Teacher’s Guide</b></p> <p><i>Building Writers Teacher Resource Book B</i></p> <p>Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers B</i></p> <p>Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p>
<p><b>Standard 3: Critical Reading and Writing</b></p>	
<p><b>Reading</b></p>	
<p><b>1.3.R.1</b> Students will identify the author’s purpose (i.e., <i>tell a story, provide information</i>) with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13</p> <p>Before Reading, During Reading, After Reading, Throughout, pp. e.g., 34, 40-41, 43, 46, 52-54, 55, 58, 64, 70, 76, 82-83, 85, 88, 94-95, 97, 106, 112-113, 115, 118, 124-125, 127, 130, 136, 142-143, 145, 148, 154, 160, 166, 169, 172-173, 175, 178, 184</p> <p>Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)</p> <p>Understanding the Story: Events, pp. 7, 11, 17, 19, 21, 29, 31, 35, 39, 49, 53, 55</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

<p><b>1.3.R.2</b> Students will describe who is telling the story (<i>i.e., point of view</i>).</p>	
<p><b>1.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> <li>● setting (<i>i.e., time, place</i>)</li> <li>● plot</li> <li>● main characters and their traits in a story</li> </ul>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11</p> <p>Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13</p> <p>Before Reading, During Reading, After Reading, Throughout, pp. e.g., 34, 40-41, 43, 46, 52-54, 55, 58, 64, 70, 76, 82-83, 85, 88, 94-95, 97, 106, 112-113, 115, 118, 124-125, 127, 130, 136, 142-143, 145, 148, 154, 160, 166, 169, 172-173, 175, 178, 184</p> <p>Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184</p> <p>Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)</p> <p>Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>1.3.R.4</b> Students will ask and answer basic questions (<i>e.g., who, what, where, why, and when</i>) about texts.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)</p> <p>Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11</p> <p>Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13</p> <p>Before Reading, During Reading, After Reading, Throughout, pp. e.g., 34, 40-41, 43, 46, 52-54, 55, 58, 64, 70, 76, 82-83, 85, 88, 94-95, 97, 106, 112-113, 115, 118, 124-125, 127, 130, 136, 142-143, 145, 148, 154, 160, 166, 169, 172-173, 175, 178, 184</p> <p>Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)</p> <p>Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

<p><b>1.3.R.5</b> Students will begin to locate facts that are clearly stated in a text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b></p> <p><i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11  Key Features of the Teacher’s Guide: Meaning Making Practice, pp. 13  Before Reading, During Reading, After Reading, Throughout, pp. e.g., 34, 40-41, 43, 46, 52-54, 55, 58, 64, 70, 76, 82-83, 85, 88, 94-95, 97, 106, 112-113, 115, 118, 124-125, 127, 130, 136, 142-143, 145, 148, 154, 160, 166, 169, 172-173, 175, 178, 184  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>Writing</b></p>	
<p><b>NARRATIVE</b></p> <p><b>1.3.W.1</b> Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p>	<p><b>Building Writers Teacher’s Guide</b></p> <p><i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers B</i>  Narrative Writing Activities, Throughout, pp. 10-33</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>



**INFORMATIVE**

**1.3.W.2** Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher’s Guide* (print and digital)

Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187

Graphic Organizers, pp. 196-200

*A-Z for Mat Man® and Me Student Practice Book, Developing* (print and digital)

Understanding the Story, Throughout, e.g., pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57

**Handwriting Without Tears Teacher’s Guide**

*My Printing Book Teacher’s Guide*

Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142

**Building Writers Teacher’s Guide**

*Building Writers Teacher Resource Book B*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers B*

Information Writing, pp. 38-67

**Teacher Tools and Manipulatives**

Wide Double Line Notebook Paper

*Writing Journal B*

<p><b>OPINION</b>  <b>1.3.W.3</b> Students will express an opinion in writing about a topic and provide a reason to support the opinion.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>Standard 4: Vocabulary</b></p>	
<p><b>Reading</b></p>	
<p><b>1.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Student Letter Books, Words to Watch, p. 6  Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9  Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182</p> <p><i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Practice the Letter, pp. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56</p> <p>A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Magnetic Lowercase &amp; Black Board Set  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.4.R.2</b> Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Student Edition Design, p. 54  Cross-Curricular Connections, p. 95  <i>My Printing Book</i>  Compound Word Activity, p. 68</p>
<p><b>1.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p>	
<p><b>1.4.R.4</b> Students will name and sort words into categories based on common attributes.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Games and Songs, p. 190  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>
<p><b>1.4.R.5</b> Students will use a dictionary (<i>print and/or electronic</i>) to find words.</p>	

Writing	
<p><b>1.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Student Letter Books, Words to Watch, p. 6            Key Features of the Teacher’s Guide: Letter Learning, pp. 8-9            Key Features of the Teacher’s Guide: Letter Learning Practice, p. 12            Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182            Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186            Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)            Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>            Slate Chalkboard            Magnetic Lowercase &amp; Black Board Set            Blackboard with Double Lines            Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

**1.4.W.2** Students will select appropriate language according to purpose in writing with guidance and support.

**A-Z for Mat Man® and Me Book Series**

*A-Z for Mat Man® and Me Teacher's Guide* (print and digital)

Key Features of the Student Letter Books, Words to Watch, p. 6

Key Features of the Teacher's Guide: Letter Learning, pp. 8-9

Key Features of the Teacher's Guide: Letter Learning Practice, p. 12

Words to Watch, pp. 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182

Letter Learning Practice, pp. 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186

Graphic Organizers, pp. 196-200

*A-Z for Mat Man® and Me Student Practice Book, Developing* (print and digital)

Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57

**Handwriting Without Tears Teacher's Guide**

*My Printing Book Teacher's Guide*

Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers B*

Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86

**Teacher Tools and Manipulatives**

Slate Chalkboard

Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal B*

<b>Standard 5: Language</b>	
<b>Reading</b>	
<p><b>1.5.R.1</b> Students will recognize nouns as concrete objects (<i>i.e., people persons, places, and things</i>) and use the pronoun “I.”</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 60, 64, 66-133</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 20-67  <i>Although Building Writer’s activities do not directly address grammar and parts of speech, model sentences include complete subjects, predicates with modifiers. Teachers can use modeling and editing to help students understand grammatical rules.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Slate Chalkboard  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

<p><b>1.5.R.2</b> Students will recognize verbs as actions</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 60, 64, 66-133</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 20-67</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p>
<p><b>1.5.R.3</b> Students will recognize color and number adjectives.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 60, 64, 66-133</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 20-67</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B, pp. 16-17, 18, 23, 41, 44, 46, 48-51, 56, 73</i></p> <p><b>Handwriting Without Tears Teacher’s Guide</b></p>

<p><b>1.5.R.4</b> Students will recognize the prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 60, 64, 66-133</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 20-67</p>
<p><b>1.5.R.5</b> Students will recognize singular and plural nouns with correct verbs in simple sentences (<i>e.g. He sits; we sit</i>).</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 60, 64, 66-133</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 20-67</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p>



Writing	
<p><b>1.5.W.1</b> Students will capitalize:</p> <ul style="list-style-type: none"> <li>● the first letter of a sentence</li> <li>● proper names</li> <li>● months and days of the week</li> </ul>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>            Capitals, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 50, 68, 76, 81-82, 86, 92, 96, 100, 104, 108, 116-117, 120-121, 124-125, 127, 131-133            Name Lessons, pp. 26, 45, 127, 151            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>My Printing Book</i>            Capitals, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 12, 24-25, 32-33, 37, 38-39, 42-43, 48-49, 52-53, 56-57, 60-61, 64-65, 70-71, 74-75, 78-79, 81, 85-87            Name Activity, p. 7</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Throughout, e.g., Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>            Slate Chalkboard            Magnetic Lowercase &amp; Black Board Set            Blackboard with Double Lines            Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>

**1.5.W.2** Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.

**Handwriting Without Tears Teacher's Guide**

*My Printing Book Teacher's Guide*

Sentence & Paragraph Lessons Throughout, e.g., pp. 68, 76, 82, 86, 92, 96, 100, 104, 108, 116-117, 120-121, 124-125, 131-133

**Handwriting Without Tears Student Activity Book**

*My Printing Book*

Sentence & Paragraph Activities Throughout, e.g., pp. 24-25, 32-33, 37-39, 42-43, 48-49, 52-53, 56-57, 60-61, 64-65, 70-71, 74-75, 78-79, 85-87

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

Building the 6 Traits of Writers, p. 8

Writing Templates, pp. 13-15

**Building Writers Student Activity Book**

*Building Writers B*

Throughout, e.g. Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80

**Teacher Tools and Manipulatives**

Slate Chalkboard

Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Wide Double Line Notebook Paper

*Writing Journal B*

Standard 6: Research	
Reading	
<p><b>1.6.R.1</b> Students will decide who can answer questions about their topic or what resources they will need to find the information.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11            Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p>
<p><b>1.6.R.2</b> Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide: Meaning Making, pp. 10-11            Before Reading, During Reading, After Reading, Throughout, pp. 32-187  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)            Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  <i>A-Z for Mat Man® and Me Student Letter Books</i> (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p>

<p><b>1.6.R.3</b> Students will identify the location and purpose of various visual and text reference sources.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p>
<p><b>Writing</b></p>	
<p><b>1.6.W.1</b> Students will generate questions about topics of interest.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Graphic Organizers, pp. 196-200</p> <p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>My Printing Book Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 45-142  <i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book A</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers A</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80  <i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Graphic Organizers, pp. 196-200</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.6.W.3</b> Students will make informal presentations of information gathered.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Graphic Organizers, pp. 196-200</p>

Standard 7: Multimodal Literacies	
Reading	
<p><b>1.7.R.1</b> Students will use provided print and digital resources with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)            Key Features of the Teacher’s Guide, Meaning Making, p. 11            Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)            Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57            A-Z for Mat Man® and Me Student Letter Books (print and digital)</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4            Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>            Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p>
<p><b>1.7.R.2</b> Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p>	

Writing	
<p><b>1.7.W.1</b> Students will select and use appropriate technology or media to communicate with others with guidance and support.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Slate Chalkboard  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<p><b>1.7.W.2</b> Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Multimodal Learning, Throughout, e.g., pp. 32, 34, 38, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70, 74, 76, 80, 82, 86, 88, 92, 94, 98, 100, 104, 106, 110, 112, 116, 118, 122, 124, 128, 130, 134, 136, 140, 142, 146, 148, 152, 154, 158, 160, 164, 166, 170, 172, 176, 178, 182, 184  Meaning Making Practice, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187  Graphic Organizers, pp. 196-200  <i>A-Z for Mat Man® and Me Student Practice Book, Developing</i> (print and digital)  Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57  A-Z for Mat Man® and Me Student Letter Books (print and digital)</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book B</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers B</i>  Throughout, e.g., Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80</p> <p><b>Teacher Tools and Manipulatives</b>  Slate Chalkboard  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Wide Double Line Notebook Paper  <i>Writing Journal B</i></p>
<b>Standard 8: Independent Reading and Writing</b>	
<b>Reading</b>	
<p><b>1.8.R</b> Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	
<b>Writing</b>	
<p><b>1.8.W</b> Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.</p>	<p><b>A-Z for Mat Man® and Me Book Series</b>  <i>A-Z for Mat Man® and Me Teacher’s Guide</i> (print and digital)  Key Features of the Teacher’s Guide: Meaning Making Practice, p. 13  Meaning Making Practice, Throughout, pp. 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97, 103, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187</p>



Graphic Organizers, pp. 196-200

*A-Z for Mat Man® and Me Student Practice Book, Developing* (print and digital)

Understanding the Story, pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57

A-Z for Mat Man® and Me Student Letter Books (print and digital)

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book B*

A Look Inside: Introducing Writing Types, p. 3

A Look Inside: Writing Activities, p. 4

Building the 6 Traits of Writers, p. 8

**Building Writers Student Activity Book**

*Building Writers B*

Throughout, e.g. Narrative, pp. 4-31; Information/Expository, pp. 37-57; Opinion, pp. 68-76, 78-80

**Teacher Tools and Manipulatives**

Wide Double Line Notebook Paper

*Writing Journal B*

Domain: English Language Arts	2 <sup>nd</sup> Grade
Standard 1: Speaking and Listening	
Reading	
<p><b>2.1.R.1</b> Students will actively listen and speak using appropriate discussion rules.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>            Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide</i>            Lesson Plans Throughout, e.g., pp. 46–51, 58–59, 60–64, 65–75, 76–83, 84–91,94–126</p>

	<p>Multisensory Activities, pp. 150-171</p> <p>Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172</p> <p><i>Cursive Kick-Off Teacher's Guide</i></p> <p>Lesson Plans, Throughout, e.g., pp. 44-65, 82-143, 150-168</p> <p>Multisensory Activities, pp. 176-193</p> <p>Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Writers Teacher's Guide</b></p> <p><i>Building Writers Teacher Resource Book C</i></p> <p>Building the 6 Traits of Writers, p. 8</p> <p>Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers C</i></p> <p>Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Blackboard with Double Lines</p> <p>Regular Double Line Notebook Paper</p> <p><i>Writing Journal C</i></p>
<p><b>2.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p><b>Handwriting Without Tears Teacher's Guide</b></p> <p><i>Cursive Kick-Off Teacher's Guide</i></p> <p>Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172</p> <p><i>Printing Power Teacher's Guide</i></p> <p>Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher's Guide</b></p> <p><i>Building Writers Teacher Resource Book C</i></p> <p>Building the 6 Traits of Writers, p. 8</p> <p>Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers C</i></p> <p>Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p>

<p><b>2.1.R.4</b> Students will restate and follow multi-step directions.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 46–51, 58–59, 60–64, 65–75, 76–83, 84–91, 94–126  Multisensory Activities, pp. 150-171  <i>Cursive Kick-Off Teacher’s Guide</i>  Lesson Plans, Throughout, e.g., pp. 44-65, 82-143, 150-168  Multisensory Activities, pp. 176-193</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power</i>, Activities Throughout, e.g., pp. 8–9, 10, 11, 12, 13, 14–15, 16–19, 21–24, 26–29, 32–37, 40–45, 46, 47, 48–49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76–77, 78, 79, 80, 94  <i>Cursive Kick-Off</i>  Activities, Throughout, pp. 9-102</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>Writing</b></p>	
<p><b>2.1.W.1</b> Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Writing Templates, pp. 13-15</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p>

	<p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.1.W.2</b> Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-61; Opinion Writing, pp. 66-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>Standard 2: Reading Foundations</b></p>	
<p><b>Phonological Awareness</b></p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard.  If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	

Print Concepts	
<p><b>2.2.PC</b> Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide</i>            Lesson Plans Throughout, e.g., pp. 46–51, 58–59, 60–64, 65–75, 76–83, 84–91, 94–126            Multisensory Activities, pp. 150-171</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power</i>, Activities Throughout, e.g., pp. 8–9, 10, 11, 12, 13, 14–15, 16–19, 21–24, 26 –29, 32–37, 40–45, 46, 47, 48–49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76–77, 78, 79, 80, 94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            A Look Inside: Introducing Writing Types, pp. 3-4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>            Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Magnetic Lowercase &amp; Black Board Set            Blackboard with Double Lines            Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard.            If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

Phonics and Word Study	
<p><b>2.2.PWS.1</b> Students will decode one- and two - syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● single consonants, including those with two different sounds (<i>e.g., soft and hard c [cent, cat] and g [gem, goat]</i>)</li> <li>● consonant blends (<i>e.g., bl, br, cr</i>)</li> <li>● consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>)</li> <li>● vowel sounds: <ul style="list-style-type: none"> <li>○ long</li> <li>○ short</li> <li>○ “r” controlled vowels (<i>e.g., ar, er, ir or, ur</i>)</li> </ul> </li> <li>● vowel spelling patterns: <ul style="list-style-type: none"> <li>○ vowel digraphs (<i>e.g., ea, oa, ee</i>)</li> <li>○ vowel-consonant-silent-e (<i>e.g., lake</i>)</li> <li>○ vowel diphthongs (<i>vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy</i>)</li> </ul> </li> </ul>	
<p><b>2.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● all major syllable patterns (<i>e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>)</li> <li>● inflectional endings (<i>e.g., -s, -ed, -ing</i>)</li> <li>● compound words</li> <li>● contractions</li> <li>● abbreviations</li> <li>● common roots and related prefixes and suffixes</li> </ul>	
<p><b>2.2.PWS.3</b> Students will read words in common word families (<i>e.g., -ight, -ink, -ine, ow</i>) .</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p>	
Fluency	
<p><b>2.2.F.1</b> Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	

<p><b>2.2.F.2</b> Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	
<p><b>Standard 2: Reading and Writing Process</b></p>	
<p><b>Reading</b></p>	
<p><b>2.2.R.1</b> Students will locate the main idea and supporting details of a text.</p>	
<p><b>2.2.R.2</b> Students will begin to compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, p. 74</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.2.R.3</b> Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text .</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, pp. 7-9, 21, 35</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>



Writing	
<p><b>2.2.W.1</b> Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>            Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.2.W.2</b> Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>            Sentence &amp; Paragraph Lesson Plans pp. 94, 102, 105, 107, 116, 119, 123, 127, 137, 151, 155, 159, 161  <i>Printing Power Teacher’s Guide Teacher’s Guide</i>            Sentence &amp; Paragraph Lesson Plans pp. 12, 64, 100, 78, 94, 96, 99, 101, 110-111, 117-118, 121, 125-126</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Kick-Off</i>            Sentence &amp; Paragraph Activities, Throughout, e.g., pp.14, 17, 23, 25, 29, 50-51, 53, 54, 87, 91, 93, 95            Thank You Letter, p. 100  <i>Printing Power</i>            Sentence &amp; Paragraph Activities Throughout, e.g., pp. 12, 20, 31, 43, 48-51, 53-55, 64-65, 71-72, 75-80            Writing Activities, p. 51, 67</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p><b>Building Writers Teacher's Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.2.W.4</b> Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, dictionaries</i>).</p>	

Standard 3: Critical Reading and Writing	
<b>Reading</b>	
<b>2.3.R.1</b> Students will determine the author's purpose ( <i>i.e., tell a story, provide information</i> ).	
<b>2.3.R.2</b> Students will infer whether a story is narrated in first- or third-person point of view in grade-level literary and/or informational text.	
<b>2.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> <li>● setting (<i>i.e., time, place</i>)</li> <li>● plot</li> <li>● characters</li> <li>● characterization</li> </ul>	
<b>2.3.R.4</b> Students will find examples of literary devices: <ul style="list-style-type: none"> <li>● simile</li> <li>● metaphor</li> </ul>	
<b>2.3.R.5</b> Students will locate facts that are clearly stated in a text.	
<b>2.3.R.6</b> Students will describe the structure of a text ( <i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i> ) with guidance and support.	
<b>2.3.R.7</b> Students will answer inferential questions ( <i>e.g., how and why</i> ) with guidance and support.	
<b>Writing</b>	
<b>NARRATIVE</b> <b>2.3.W.1</b> Students will write narratives incorporating characters, plot ( <i>i.e., beginning, middle, end</i> ), and a basic setting ( <i>i.e., time, place</i> ) with guidance and support.	<b>Building Writers Teacher's Guide</b> <i>Building Writers Teacher Resource Book</i> Building the 6 Traits of Writers, p. 8 Writing Templates, pp. 13-15

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Narrative Writing Activities, Throughout, pp. 10-35</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>INFORMATIVE</b>  <b>2.3.W.2</b> Students will write facts about a subject and include a main idea with supporting details.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Information Writing, pp. 40-57</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>

<p><b>OPINION</b>  <b>2.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>Standard 4: Vocabulary</b></p>	
<p><b>Reading</b></p>	
<p><b>2.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Throughout, e.g., pp. Narrative Writing, pp.10-33; Information Writing, pp. 38-67; Opinion Writing, pp. 72-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines</p>
<p><b>2.4.R.2</b> Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, pp. 122, 127, 154  <i>Printing Power Teacher’s Guide</i>  Lessons, Throughout, e.g., pp. 54, 86, 109</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Kick-Off</i>  Activities, Throughout, e.g., pp. 42, 63  <i>Printing Power</i>  Activities, Throughout, e.g., pp.</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper</p>
<p><b>2.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p>	

<p><b>2.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide</i>          Enrichment and Cross-curricular Connections, pp. 109</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power</i>          Activity, p. 63</p> <p><b>Teacher Tools and Manipulatives</b>          Magnetic Lowercase &amp; Black Board Set          Blackboard with Double Lines          Regular Double Line Notebook Paper</p>
<p><b>2.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.</p>	
<p><b>Writing</b></p>	
<p><b>2.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>          Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>          Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>          Building the 6 Traits of Writers, p. 8          Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>



Standard 5: Language	
Reading	
<p><b>2.5.R.1</b> Students will recognize nouns, pronouns, and irregular plural nouns.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide Teacher’s Guide</i>            Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 59-126  <i>Cursive Kick-Off Teacher’s Guide</i>            Word, Sentence &amp; Paragraph Lessons Throughout, e.g., Throughout, e.g., pp. 44-65, 82-143, 150-168</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power Teacher’s Guide</i>            Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 15-80  <i>Cursive Kick-Off</i>            Word, Sentence &amp; Paragraph Lessons Throughout, pp.10-29, 34-79, 87-96  <i>Although Building Writer’s activities do not directly address grammar and parts of speech, model sentences include complete subjects, predicates with modifiers. Teachers can use modeling and editing to help students understand grammatical rules.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>            Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Magnetic Lowercase &amp; Black Board Set            Blackboard with Double Lines            Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>

**2.5.R.2** Students will recognize different types and tenses of verbs.

**Handwriting Without Tears Teacher's Guide**

*Printing Power Teacher's Guide Teacher's Guide*

Word, Sentence & Paragraph Lessons Throughout, e.g., pp. 59-126

*Cursive Kick-Off Teacher's Guide*

Word, Sentence & Paragraph Lessons Throughout, e.g., Throughout, e.g., pp. 101, 115–116, 133

*Cross-Curricular Connections, pp. 52, 125, 154*

**Handwriting Without Tears Student Activity Book**

*Printing Power Teacher's Guide*

Word, Sentence & Paragraph Activities Throughout, e.g., pp. 15-80

*Cursive Kick-Off*

Word, Sentence & Paragraph Lessons Throughout, pp. 47, 59-60, 75

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book C*

Building the 6 Traits of Writers, p. 8

**Building Writers Student Activity Book**

*Building Writers C*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86

**Teacher Tools and Manipulatives**

Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Regular Double Line Notebook Paper

*Writing Journal C*

**2.5.R.3** Students will recognize adjectives.

**Handwriting Without Tears Teacher's Guide**

*Printing Power Teacher's Guide Teacher's Guide*

Word, Sentence & Paragraph Lessons Throughout, e.g., pp. 59-126

*Cursive Kick-Off Teacher's Guide*

Word, Sentence & Paragraph Lessons Throughout, e.g., Throughout, e.g., pp. 44-65, 82-143, 150-168

**Handwriting Without Tears Student Activity Book**

*Printing Power Teacher's Guide*

Word, Sentence & Paragraph Activities Throughout, e.g., pp. 15-80

*Cursive Kick-Off*

Word, Sentence & Paragraph Lessons Throughout, pp.10-29, 34-79, 87-96

**Building Writers Teacher's Guide**

*Building Writers Teacher Resource Book C*

Building the 6 Traits of Writers, p. 8

**Building Writers Student Activity Book**

*Building Writers C, pp. 10-11, 14-15*

**Teacher Tools and Manipulatives**

Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Regular Double Line Notebook Paper

*Writing Journal C*

<p><b>2.5.R.4</b> Students will recognize prepositions.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 59-126  <i>Cursive Kick-Off Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., Throughout, e.g., pp. 44-65, 82-143, 150-168</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 15-80  <i>Cursive Kick-Off</i>  Word, Sentence &amp; Paragraph Lessons Throughout, pp.10-29, 34-79, 87-96</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.5.R.5</b> Students will recognize the subject and predicate of a sentence.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Printing Power Teacher’s Guide Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 59-126  <i>Cursive Kick-Off Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., Throughout, e.g., pp. 44-65, 82-143, 150-168</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 15-80  <i>Cursive Kick-Off</i>  Word, Sentence &amp; Paragraph Lessons Throughout, pp.10-29, 34-79, 87-96</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<b>Writing</b>	
<p><b>2.5.W.1</b> Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> <li>● the first letter of a quotation</li> <li>● holidays</li> <li>● product names</li> <li>● initials</li> <li>● months and days of the week</li> </ul>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off Teacher’s Guide</i>  Capitals, Sentence &amp; Paragraph Lesson Plans pp. 94, 102, 105, 107, 116, 119, 123, 127, 137, 151, 155, 159, 161, 163</p> <p><i>Printing Power Teacher’s Guide</i>  Capitals, Sentence &amp; Paragraph Lesson Plans pp. 12, 64, 100, 78, 94, 96, 99, 101, 110-111, 117-118, 121, 124-126</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Kick-Off</i>  Capitals, Sentence &amp; Paragraph Activities, Throughout, e.g., pp.14, 17, 23, 25, 29, 50-51, 53, 54, 87, 91, 93, 95, 97</p> <p><i>Printing Power</i>  Capitals, Sentence &amp; Paragraph Activities, Throughout, e.g., pp. 12, 20, 31, 43, 48-51, 53-55, 64-65, 71-72, 75-80</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.5.W.2</b> Students will use simple contractions (e.g., <i>isn't, aren't, can't</i>).</p>	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Printing Power Teacher's Guide</i>  Lessons, pp. 108, 189</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Printing Power</i>  Apostrophe Lesson, p. 62</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines</p>

**2.5.W.3** Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.

**Handwriting Without Tears Teacher’s Guide**

*Cursive Kick-Off Teacher’s Guide*

Sentence & Paragraph Lesson Plans pp. 94, 102, 105, 107, 116, 119, 123, 127, 137, 151, 155, 159, 161

*Printing Power Teacher’s Guide Teacher’s Guide*

Sentence & Paragraph Lesson Plans pp. 12, 64, 100, 78, 94, 96, 99, 101, 110-111, 117-118, 121, 125-126

**Handwriting Without Tears Student Activity Book**

*Cursive Kick-Off*

Sentence & Paragraph Activities, Throughout, e.g., pp.14, 17, 23, 25, 29, 50-51, 53, 54, 87, 91, 93, 95

*Printing Power*

Sentence & Paragraph Activities Throughout, e.g., pp. 12, 20, 31, 43, 48-51, 53-55, 64-65, 71-72, 75-80

**Building Writers Student Activity Book**

*Building Writers C*

Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86

**Teacher Tools and Manipulatives**

Magnetic Lowercase & Black Board Set

Blackboard with Double Lines

Regular Double Line Notebook Paper

*Writing Journal C*

Standard 6: Research	
Reading	
<p><b>2.6.R.1</b> Students will create their own questions to find information on their topic.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power</i>,            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>            Writing Activities, Throughout, Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.6.R.2</b> Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>            Writing Activities, Throughout, Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>



<p><b>2.6.R.3</b> Students will consult various visual and text reference sources to gather information.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<b>Writing</b>	
<p><b>2.6.W.1</b> Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power,</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>

<p><b>2.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power</i>,  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>2.6.W.3</b> Students will organize and present their information in written and/or oral reports or display.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Kick-Off</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 48-172  <i>Printing Power</i>,  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 46-145</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<b>Standard 7: Multimodal Literacies</b>	
<b>Reading</b>	
<b>2.7.R.1</b> Students will locate and use print and digital resources with guidance and support.	
<b>2.7.R.2</b> Students will explain how ideas and topics are depicted in a variety of media and formats.	
<b>Writing</b>	
<b>2.7.W.1</b> Students will select and use appropriate technology or media to communicate with others with guidance and support.	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>

<p><b>2.7.W.2</b> Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p> <p><b>Teacher Tools and Manipulatives</b>  Magnetic Lowercase &amp; Black Board Set  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>
<p><b>Standard 8: Independent Reading and Writing</b></p>	
<p><b>Reading</b></p>	
<p><b>2.8.R</b> Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	

Writing	
<p><b>2.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book C</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers C</i>  Writing Activities, Throughout, Narrative Writing, pp.10-35; Information Writing, pp. 40-57; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal C</i></p>

Domain: English Language Arts	3 <sup>rd</sup> Grade
Standard 1: Speaking and Listening	
Reading	
<p><b>3.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>            Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>            Lesson Plans Throughout, e.g., pp. 41–61, 62–71, 72–79, 80–93, 94–105, 107–112, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134            Multisensory Activities, e.g., pp. 138-151            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

Writing	
<p><b>3.1.W.1</b> Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p>	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Cursive Handwriting Teacher's Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher's Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>            Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.1.W.2</b> Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Cursive Handwriting Teacher's Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher's Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>            Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>



<b>Standard 2: Reading Foundations</b>	
<b>Phonological Awareness</b>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i>  <i>If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	
<b>Print Concepts</b>	
<p><b>3.2.PC</b> Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 41–61, 62–71, 72–79, 80–93, 94–105, 107–112, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134  Multisensory Activities, e.g., pp. 138-151  <i>Cursive Handwriting Student Activity Book</i>  Activities Throughout, e.g., pp. 4–7, 8–27, 28–37, 38–45, 46–59, 60–71, 72–76, 77-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, pp. 3-4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i>  <i>If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

Phonics and Word Study	
<p><b>3.2.PWS.1</b> Students will decode multisyllabic words using their knowledge of:</p> <ul style="list-style-type: none"> <li>● “r” controlled vowels ( e.g ., ar, er, ir or, ur)</li> <li>● vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy]</li> </ul>	
<p><b>3.2.PWS.2</b> Students will decode multisyllabic words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● all major syllable patterns</li> <li>● contractions</li> <li>● abbreviations</li> <li>● common roots and related prefixes and suffixes</li> </ul>	
<p><b>3.2.PWS.3</b> Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p>	
Fluency	
<p><b>3.2.F.1</b> Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p>	
<p><b>3.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	

Standard 2: Reading and Writing Process	
Reading	
<p><b>3.2.R.1</b> Students will locate the main idea and key supporting details of a text or section of text.</p>	
<p><b>3.2.R.2</b> Students will compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, e.g., pp. 34, 45</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.2.R.3</b> Students will summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, e.g., pp. 10-11, 22, 40</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

Writing	
<p><b>3.2.W.1</b> Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>            Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.2.W.2</b> Students will edit drafts and revise for clarity and organization.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>            Friendly Letter - Thank You, p. 81</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>            Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<p><b>3.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries</i>).</p>	
<p><b>Standard 3: Critical Reading and Writing</b></p>	
<p><b>Reading</b></p>	
<p><b>3.3.R.1</b> Students determine the author’s stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).</p>	
<p><b>3.3.R.2</b> Students will infer whether a story is narrated in first- or third-person point of view in grade-level literary and/or informational text.</p>	
<p><b>3.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> <li>● setting (<i>i.e., time, place</i>)</li> <li>● plot</li> <li>● characters</li> <li>● characterization</li> <li>● theme</li> </ul>	

<p><b>3.3.R.4</b> Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>● simile</li> <li>● metaphor</li> <li>● personification</li> <li>● onomatopoeia</li> <li>● hyperbole</li> </ul>	
<p><b>3.3.R.5</b> Students will distinguish fact from opinion in a text.</p>	
<p><b>3.3 R.6</b> Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	
<p><b>3.3.R.7</b> Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	
<b>Writing</b>	
<p><b>NARRATIVE - Grade Level Focus</b>  <b>3.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<p><b>INFORMATIVE</b>  <b>3.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>OPINION</b>  <b>3.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

Standard 4: Vocabulary	
Reading	
<p><b>3.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>            Building the 6 Traits of Writers, p. 8            Assessing with Building Writers, p.9            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>            Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines</p>
<p><b>3.4.R.2</b> Students will use word parts (e.g., <i>affixes, roots, stems</i>) to define and determine the meaning of new words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>            Lessons, Throughout, e.g., pp. 118-119, 122, 123</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>            Activities, Throughout, e.g., pp. 78-79, 83</p> <p><b>Teacher Tools and Manipulatives</b>            Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.4.R.3</b> Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p>	



<p><b>3.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Cross-Curricular Connections, p. 83, 109, 125</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper</p>
<p><b>3.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.</p>	
<p><b>Writing</b></p>	
<p><b>3.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<p><b>3.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>Standard 5: Language</b></p>	
<p><b>Reading</b></p>	
<p><b>3.5.R.1</b> Students will recognize pronouns and possessive nouns.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 44-86, 94-103, 117-134</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 77-94  <i>Although Building Writer’s activities do not directly address grammar and parts of speech, model sentences include complete subjects, predicates with modifiers. Teachers can use modeling and editing to help students understand grammatical rules.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.5.R.2</b> Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 61, 71, 79, 93, 105</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 27, 37, 45, 59, 71</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<p><b>3.5.R.3</b> Students will recognize adjectives, articles as adjectives, and adverbs.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., p. 122,</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., p. 82</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  Building Writers D  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.5.R.4</b> Students will recognize prepositions and conjunctions.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 44-86, 94-103, 117-134</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 77-94</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines</p>

<p><b>3.5.R.5</b> Students will recognize the subject and verb agreement.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 44-86, 94-103, 117-134</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 77-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>Writing</b></p>	
<p><b>3.5.W.1</b> Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> <li>● titles of respect</li> <li>● appropriate words in titles</li> <li>● geographical names</li> </ul>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 44-86, 94-103, 117-134  Capitals, pp. 107-112, 120, 126, 129</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 77-94  Capitals, pp. 72-76, 80, 86, 89</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.5.W.2</b> Students will use complex contractions (e.g., <i>should’ve, won’t</i>).</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Contractions, p. 117  <i>Cursive Handwriting</i>  Contractions, p. 77</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines</p>
<p><b>3.5.W.3</b> Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 50-86, 94-103, 119, 123, 126, 128-130, 132-134</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Sentence &amp; Paragraph Activities Throughout, e.g., pp. 79, 83, 86, 88-90, 92-94</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.5.W.4</b> Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 50-86, 94-103, 119, 123, 126, 128-130, 132-134</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Handwriting</i>  Sentence &amp; Paragraph Activities Throughout, e.g., pp. 79, 83, 86, 88-90, 92-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<b>Standard 6: Research</b>	
<b>Reading</b>	
<p><b>3.6.R.1</b> Students will use their own questions to find information on their topic.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>



<p><b>3.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.6.R.3</b> Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<p><b>3.6.R.4</b> Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<b>Writing</b>	
<p><b>3.6.W.1</b> Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<p><b>3.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Handwriting Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 41-104, 108-116</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<p><b>3.6.W.3</b> Students will summarize and present information in a report.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>

<b>Standard 7: Multimodal Literacies</b>	
<b>Reading</b>	
<b>3.7.R.1</b> Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	
<b>3.7.R.2</b> Students will compare how ideas and topics are depicted in a variety of media and formats	
<b>Writing</b>	
<b>3.7.W.1</b> Students will create multimodal content that communicates an idea using technology or appropriate media.	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers D</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Regular Double Line Notebook Paper  <i>Writing Journal D</i></p>
<b>3.7.W.2</b> Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book D</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p>

	<p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers D</i></p> <p>Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Regular Double Line Notebook Paper</p> <p><i>Writing Journal D</i></p>
<b>Standard 8: Independent Reading and Writing</b>	
<b>Reading</b>	
<p><b>3.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<b>Writing</b>	
<p><b>3.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p><b>Building Writers Teacher’s Guide</b></p> <p><i>Building Writers Teacher Resource Book D</i></p> <p>A Look Inside: Introducing Writing Types, p. 3</p> <p>A Look Inside: Writing Activities, p. 4</p> <p>Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b></p> <p><i>Building Writers D</i></p> <p>Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b></p> <p>Regular Double Line Notebook Paper</p> <p><i>Writing Journal D</i></p>

Domain: English Language Arts	4 <sup>th</sup> Grade
Standard 1: Speaking and Listening	
Reading	
<p><b>4.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132            Multisensory Activities, pp. 136-149</p>
	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p>

	<p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>Writing</b></p>	
<p><b>4.1.W.1</b> Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.1.W.2</b> Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>Standard 2: Reading Foundations</b></p>	
<p><b>Phonological Awareness</b></p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard.  If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	



Print Concepts	
<p><b>4.2.PC</b> Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Lesson Plans Throughout, e.g., pp. 40–53, 54–59, 60–65, 66–75, 75–86, 88–91, 94–132  Multisensory Activities, pp. 136-149  <i>Cursive Success Student Activity Book</i>  Activities Throughout, e.g., pp. 4–7, 8–19, 20–25, 26–31, 32–41, 42–47, 48–51, 52–55, 56–94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, pp. 3-4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard.  If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	
Phonics and Word Study	
<p><b>4.2.PWS.1</b> Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.</p>	

<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p>	
<p><b>Fluency</b></p>	
<p><b>4.2.F.1</b> Students will read high frequency and irregularly spelled grade-level words with automaticity in text.</p>	
<p><b>4.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	
<p><b>Standard 2: Reading and Writing Process</b></p>	
<p><b>Reading</b></p>	
<p><b>4.2.R.1</b> Students will distinguish how key details support the main idea of a passage.</p>	
<p><b>4.2.R.2</b> Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, e.g., p. 38</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.2.R.3</b> Students will summarize events or plots (<i>i.e., beginning, middle, end, conflict, and climax</i>) of a story or text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, e.g., pp. 23, 26, 29, 30, 31, 33</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.2.R.4</b> Students will begin to paraphrase main ideas with supporting details in a text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, e.g., pp. 23, 26, 29, 30, 31, 33</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>Writing</b></p>	
<p><b>4.2.W.1</b> Students will develop drafts by categorizing ideas and organizing them into paragraphs.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.2.W.2</b> Students will edit drafts and revise for clarity and organization.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Friendly Letter - Thank You, p. 87</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.2.W.4</b> Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	
<p><b>Standard 3: Critical Reading and Writing</b></p>	
<p><b>Reading</b></p>	
<p><b>4.3.R.1</b> Students will determine the author's purpose (i.e., <i>entertain, inform, persuade</i>) and infer the difference between the stated and implied purpose.</p>	
<p><b>4.3.R.2</b> Students will infer whether a story is narrated in first- or third-person point of view in grade-level literary and/or informational text.</p>	
<p><b>4.3.R.3</b> Students will describe key literary elements:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., <i>protagonist, antagonist</i>)</li> <li>● characterization</li> <li>● theme</li> </ul>	
<p><b>4.3.R.4</b> Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>● simile</li> <li>● metaphor</li> <li>● personification</li> <li>● onomatopoeia</li> <li>● hyperbole</li> <li>● imagery</li> <li>● symbolism*</li> <li>● tone*</li> </ul> <p><i>*Students will find textual evidence when provided with examples.</i></p>	<p><b>Handwriting Without Tears Teacher's Guide</b>  <i>Cursive Success Teacher's Guide</i>  Lessons, pp. 122, 131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Activities, pp. 84, 93</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper</p>
<p><b>4.3.R.5</b> Students will distinguish fact from opinion in a text and investigate facts for accuracy.</p>	

<p><b>4.3.R.6</b> Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>).</p>	
<p><b>4.3.R.7</b> Students will ask and answer inferential questions using the text to support answers.</p>	
<p><b>Writing</b></p>	
<p><b>NARRATIVE</b>  <b>4.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., solution and resolution</i>), and dialogue .</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>INFORMATIVE - Grade Level Focus</b>  <b>4.3.W.2</b> Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Information Writing, pp. 38-59</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>OPINION</b>  <b>4.3.W.3</b> Students will express an opinion about a topic and provide fact-based reasons as support.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

Standard 4: Vocabulary	
Reading	
<p><b>4.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>            Building the 6 Traits of Writers, p. 8            Assessing with Building Writers, p.9            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines</p>
<p><b>4.4.R.2</b> Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>            Lessons, Throughout, e.g., pp. 104, 107, 110, 114            Cross-Curricular Connections, p. 72            Enrichment, p. 49</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>            Activities, Throughout, e.g., pp. 66, 69, 72, 76</p> <p><b>Teacher Tools and Manipulatives</b>            Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>



<p><b>4.4.R.3</b> Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p>	
<p><b>4.4.R.4</b> Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Lessons, pp. 110-111  Cursive Success  Activities, pp. 72-73</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper</p>
<p><b>4.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Lesson, pp. 120  Cursive Success  Activity, p. 82</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper</p>
<p><b>Writing</b></p>	
<p><b>4.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

Standard 5: Language	
Reading	
<p><b>4.5.R.1</b> Students will recognize pronouns and irregular possessive nouns.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>            Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 42-131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>            Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 29-94  <i>Although Building Writer’s activities do not directly address grammar and parts of speech, model sentences include complete subjects, predicates with modifiers. Teachers can use modeling and editing to help students understand grammatical rules.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>            Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.5.R.2</b> Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 52–53, 58–59, 63–65, 74–75, 80–81, 124</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 18-19, 24-25, 29-31, 40-41, 46-47, 86</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.5.R.3</b> Students will recognize comparative and superlative adjectives and adverbs.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 42-131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., p. 29-94</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.5.R.4</b> Students will recognize prepositional phrases and conjunctions.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 42-131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 29-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.5.R.5</b> Students will recognize the subject and verb agreement.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 42-131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 29-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<b>Writing</b>	
<p><b>4.5.W.1</b> Students will capitalize</p> <ul style="list-style-type: none"> <li>● familial relations</li> <li>● proper adjectives</li> <li>● conventions of letter writing</li> </ul>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Word, Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 42-131  Capitals, pp. 88-91, 100-101</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Word, Sentence &amp; Paragraph Activities Throughout, e.g., pp. 29-94  Capitals, pp. 52-55, 62-63</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.5.W.2</b> Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 49-85, 94-95, 99-102, 105-108, 112-113, 115, 121, 124-131  <i>Cursive Success</i>  Sentence &amp; Paragraph Activities Throughout, e.g., pp. 56-57, 61-65, 67-70, 74-75, 77-79, 83, 86, 88-93</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.5.W.3</b> Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 49-85, 94-95, 99-102, 105-108, 112-113, 115, 121, 124-131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Sentence &amp; Paragraph Activities Throughout, e.g., pp. 56-57, 61-65, 67-70, 74-75, 77-79, 83, 86, 88-93</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.5.W.4</b> Students will compose declarative, interrogative, imperative, and exclamatory sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Sentence &amp; Paragraph Lessons Throughout, e.g., pp. 49-85, 94-95, 99-102, 105-108, 112-113, 115, 121, 124-131</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Cursive Success</i>  Sentence &amp; Paragraph Activities Throughout, e.g., pp. 56-57, 61-65, 67-70, 74-75, 77-79, 83, 86, 88-93</p>



	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<b>Standard 6: Research</b>	
<b>Reading</b>	
<p><b>4.6.R.1</b> Students will use their own viable research questions to find information about a specific topic.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>  Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.6.R.3</b> Students will determine the relevance and reliability of the information gathered.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

Writing	
<p><b>4.6.W.1</b> Students will generate a viable research question about a specific topic.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Cursive Success Teacher’s Guide</i>            Enrichment and Cross-curricular Connections, Throughout, e.g., pp. 43-74, 80-85, 88-91, 94-132  <i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4            Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>            Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.6.W.2</b> Students will organize information found during research, following a modified citation style (e.g., <i>author, title, publication date</i>) with guidance and support.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>            A Look Inside: Introducing Writing Types, p. 3            A Look Inside: Writing Activities, p. 4            Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>            Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<p><b>4.6.W.3</b> Students will summarize and present information in a report.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>Standard 7: Multimodal Literacies</b></p>	
<p><b>Reading</b></p>	
<p><b>4.7.R.1</b> Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.</p>	
<p><b>4.7.R.2</b> Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	

Writing	
<p><b>4.7.W.1</b> Students will create multimodal content that effectively communicates an idea using technology or appropriate media.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>
<p><b>4.7.W.2</b> Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

<b>Standard 8: Independent Reading and Writing</b>	
<b>Reading</b>	
<p><b>4.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<b>Writing</b>	
<p><b>4.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers E</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal E</i></p>

Domain: English Language Arts	5 <sup>th</sup> Grade
Standard 1: Speaking and Listening	
Reading	
<p><b>5.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Lesson Introductions, e.g., pp. 58-59</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Lessons, Throughout, e.g., pp. 38-67  Multisensory Activities, Throughout, e.g., pp. 74-89</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Lesson Introductions, e.g., pp. 58-59</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>



<b>Writing</b>	
<p><b>5.1.W.1</b> Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.1.W.2</b> Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<b>Standard 2: Reading Foundations</b>	
<b>Fluency</b>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	
<b>Standard 2: Reading and Writing Process</b>	
<b>Reading</b>	

<p><b>5.2.R.1</b> Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, e.g., pp. 18, 30-31</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.2.R.2</b> Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, e.g., pp. 42, 50</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.2.R.3</b> Students will begin to paraphrase main ideas with supporting details in a text.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Six Traits of Writing, Organization, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, e.g., pp. 18, 30-31, 38-59</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

Writing	
<p><b>5.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.2.W.2</b> Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>            Writer’s Notebook Lessons, pp. 71</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>            Writer’s Notebook, pp. 83-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

<p><b>5.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.2.W.4</b> Students will edit and revise multiple drafts for intended purpose (<i>e.g., staying on topic</i>), organization, and coherence.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	

Standard 3: Critical Reading and Writing	
Reading	
<b>5.3.R.1</b> Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	
<b>5.3.R.2</b> Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	
<b>5.3.R.3</b> Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (<i>i.e., protagonist, antagonist</i>)</li> <li>● characterization</li> <li>● theme</li> </ul>	
<b>5.3.R.4</b> Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> <li>● simile</li> <li>● metaphor</li> <li>● personification</li> <li>● onomatopoeia</li> <li>● hyperbole</li> <li>● imagery</li> <li>● symbolism*</li> <li>● tone*</li> </ul> <i>*Students will find textual evidence when provided with examples.</i>	
<b>5.3.R.5</b> Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.	
<b>5.3.R.6</b> Students will distinguish the structures of texts ( <i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i> ) and content by making inferences about texts and use textual evidence to support understanding.	

<p><b>5.3.R.7</b> Students will compare and contrast texts and ideas within and between texts.</p>	
<b>Writing</b>	
<p><b>NARRATIVE</b>  <b>5.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Writer’s Notebook, p. 81</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Writer’s Notebook, pp. 84, 89, 90</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>INFORMATIVE - Grade Level Focus</b>  <b>5.3.W.2</b> Students will introduce and develop a topic, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Writer’s Notebook, p. 81</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Writer’s Notebook, pp. 85-88, 92</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>OPINION</b>  <b>5.3.W.3</b> Students will clearly state an opinion supported with facts and details.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Writer’s Notebook, p. 81</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Writer’s Notebook, pp. 87, 93</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

<p><b>OPINION</b>  <b>5.3.W.4</b> Students will show relationships among facts, opinions, and supporting details.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Writer’s Notebook, p. 81</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Writer’s Notebook, pp. 84, 89, 90</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>Standard 4: Vocabulary</b></p>	
<p><b>Reading</b></p>	
<p><b>5.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, Greek &amp; Latin, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 30-31, 37-64  Greek &amp; Latin, pp. 65-81</p>



	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines</p>
<p><b>5.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define new words and determine the meaning of new words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Greek &amp; Latin, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Greek &amp; Latin, pp. 65-81</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 36, 40, 46, 54</p>

<p><b>5.4.R.4</b> Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 36, 40, 46</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper</p>
<p><b>5.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  The FINE Print, pp. 46, 54</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper</p>
<p><b>Writing</b></p>	
<p><b>5.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Writer’s Notebook Lessons, pp. 71</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Writer’s Notebook, pp. 83-94</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Writer’s Notebook Lessons, pp. 71</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Writer’s Notebook, pp. 83-94</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Assessing with Building Writers, p.9  Writing Templates, pp. 13-15</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<b>Standard 5: Language</b>	
<b>Reading</b>	
<p><b>5.5.R.1</b> Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 37, 58-60, 62, 64</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines</p>
<p><b>5.5.R.2</b> Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 42-45, 54-57</p> <p><i>Although Building Writer’s activities do not directly address grammar and parts of speech, model sentences include complete subjects, predicates with modifiers. Teachers can use modeling and editing to help students understand grammatical rules.</i></p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.5.R.3</b> Students will recognize the subject and verb agreement.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 30, 36</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

Writing	
<p><b>5.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>            Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>            Grammar, pp. 34, 62, 63</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>            Building the 6 Traits of Writers, p. 8            Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>            Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>            Blackboard with Double Lines            Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.5.W.2</b> Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>            Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>            Grammar, pp. 30, 34, 60</p>

	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.5.W.3</b> Students will form and use the present and past verb tenses.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 42-45, 54-57</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

<p><b>5.5.W.4</b> Students will form and use verb tense to convey various times, sequences, states, and conditions.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 42-45, 54-57</p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  Building the 6 Traits of Writers, p. 8  Writing Templates, pp. 13-15</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.5.W.5</b> Students will recognize and correct inappropriate shifts in verb tense.</p>	<p><b>Handwriting Without Tears Teacher’s Guide</b>  <i>Can-Do Cursive Teacher’s Guide</i>  Grammar, p. 70</p> <p><b>Handwriting Without Tears Student Activity Book</b>  <i>Can-Do Cursive</i>  Grammar, pp. 42-45, 54-57</p>



Standard 6: Research	
Reading	
<p><b>5.6.R.1</b> Students will use their own viable research questions to find information about a specific topic.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.6.R.2</b> Students will record and organize information from various print and/or digital sources.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

<p><b>5.6.R.3</b> Students will determine the relevance and reliability of the information gathered.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book E</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<b>Writing</b>	
<p><b>5.6.W.1</b> Students will write research papers and/or texts independently over extended periods of time (e.g., <i>time for research, reflection, and revision</i>) and for shorter timeframes (e.g., <i>a single sitting or a day or two</i>).</p>	<p><i>Throughout Building Writers activities students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments, although asking questions is not required.</i></p> <p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

<p><b>5.6.W.2</b> Students will formulate a viable research question from findings.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.6.W.3</b> Students will organize information found during research, following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

<p><b>5.6.W.4</b> Students will summarize and present information in a report.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Blackboard with Double Lines  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>Standard 7: Multimodal Literacies</b></p>	
<p><b>Reading</b></p>	
<p><b>5.7.R.1</b> Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.</p>	
<p><b>5.7.R.2</b> Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	
<p><b>Writing</b></p>	
<p><b>5.7.W.1</b> Students will create multimodal content that effectively communicates an idea using technology and appropriate media.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p>

	<p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp.6-27; Information Writing, pp. 30-53; Opinion Writing, pp. 56-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>5.7.W.2</b> Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>
<p><b>Standard 8: Independent Reading and Writing</b></p>	
<p><b>Reading</b></p>	
<p><b>5.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	

Writing	
<p><b>5.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p><b>Building Writers Teacher’s Guide</b>  <i>Building Writers Teacher Resource Book F</i>  A Look Inside: Introducing Writing Types, p. 3  A Look Inside: Writing Activities, p. 4  Building the 6 Traits of Writers, p. 8</p> <p><b>Building Writers Student Activity Book</b>  <i>Building Writers F</i>  Writing Activities, Throughout, Narrative Writing, pp. 6-35; Information Writing, pp. 38-59; Opinion Writing, pp. 62-86</p> <p><b>Teacher Tools and Manipulatives</b>  Narrow Double Line Notebook Paper  <i>Writing Journal F</i></p>

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