Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy		Content Area	LA
Course ID	Calms8		Grade Level	3-6
Course Name	MARK12 Reading II - Adaptive Remediation		# of Credits	
SCED Code			Curriculum Type	K12 Inc

COURSE DESCRIPTION

The MARK12 (Mastery. Acceleration. Remediation. K12.) courses are for students in the third to sixth grades who are struggling readers. MARK12 Reading II gives students who are reading two or more grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	(Not applicable to literature)

RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a	a. Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.c	c. Decode multisyllable words.
RF.3.3.d	d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	a. Read on-level text with purpose and understanding.
RF.3.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b	b. Provide reasons that support the opinion.

W.3.1.c	c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
W.3.1.d	d. Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	b. Develop the topic with facts, definitions, and details.
W.3.2.c	c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
W.3.2.d	d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c	c. Use temporal words and phrases to signal event order.
W.3.3.d	d. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.9	(Begins in grade 4)
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.a	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b	b. Form and use regular and irregular plural nouns.
L.3.1.c	c. Use abstract nouns (e.g., *childhood*).
L.3.1.d	d. Form and use regular and irregular verbs.
L.3.1.e	e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
L.3.1.f	f. Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h	h. Use coordinating and subordinating conjunctions.
L.3.1.i	i. Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a	a. Capitalize appropriate words in titles.
L.3.2.c	c. Use commas and quotation marks in dialogue.
L.3.2.d	d. Form and use possessives.
L.3.2.e	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
L.3.2.f	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2.g	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a	a. Choose words and phrases for effect.
L.3.3.b	b. Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
L.3.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.b	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
L.3.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
L.3.4.d	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5.a	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
L.3.5.b	b. Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
L.3.5.c	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1.1 Short Vowels and Sight Words Review 1		Read sight words. Increase reading vocabulary. Identify elements of story grammar. Answer text-explicit questions. Answer text-implicit questions. Given a story, identify setting. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify and use /ĕ/. Identify and use /ă/. Identify and use /ŏ/. Identify and use /ŭ/. Identify and use /ĭ/. Identify the correct homophone to complete a sentence.
1.2 Short Vowels and Sight Words Review 2		Given a story, identify setting. Given a story, identify characters. Answer text-explicit questions. Identify elements of story grammar. Identify and use /ă/. Identify and use /ĕ/. Identify and use /ŏ/. Identify and use /ĭ/. Identify and use /ŭ/. Demonstrate prosody. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Read independent-level text with 95% accuracy. Understand and use graphic organizers. Summarize what has been read. Given a story, identify solution. Develop comprehension monitoring strategies. Retell what has been read. Answer text-implicit questions. Given a story, identify problem. Answer scriptal questions. Generate questions about what has been read. Increase reading vocabulary. Read sight words.
1.3 Short Vowels and Sight Words Review 3		Identify and use /ŭ/. Identify and use /ĭ/. Identify and use /ŏ/. Identify and use /ĕ/. Identify and use /ă/. Read sight words. Increase reading vocabulary. Demonstrate prosody. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate automaticity. Identify elements of story grammar. Given a story, identify problem. Given a story, identify setting. Given a story, identify solution. Answer scriptal questions. Summarize what has been read. Answer

		text-implicit questions. Retell what has been read. Answer text-explicit questions. Understand and use graphic organizers. Develop comprehension monitoring strategies. Given a story, identify characters. Generate questions about what has been read.
1.4 Short Vowels and Sight Words Review 4	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.10RF.3.4, RF.3.3, RF.3.3.c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, , SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Short Vowels and Sight Words Unit assessment will test student's ability to: Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate prosody. Increase reading vocabulary. Read sight words. Identify and use /ĕ/. Identify and use /ŭ/. Identify and use /ĭ/. Identify and use /ŏ/. Identify and use /ă/. Complete composition workbook assignment. Given a story, identify characters. Answer text-implicit questions. Answer text-explicit questions. Given a story, identify setting
2.1 Triple Consonant Blends and sight words review		Given a story, identify characters. Given a story, identify setting. Answer text-explicit questions. Identify elements of story grammar. Answer text-implicit questions. Identify and use the blend str-. Identify and use the blend squ-. Identify and use the blend spl-. Identify and use the blend spr-. Identify and use the blend scr-. Identify and use /ŏ/. Identify and use /ĕ/. Identify and use /ŭ/. Identify and use /ă/. Identify and use /ĭ/. Read sight words. Increase reading vocabulary. Read instructional-level text with 90% accuracy. Demonstrate prosody. Read independent-level text with 95% accuracy. Identify synonyms. Demonstrate automaticity.
2.2 Triple Consonant Blends and Open Syllables 1		Given a story, identify characters. Answer text-explicit questions. Answer text-implicit questions. Identify elements of story grammar. Increase reading vocabulary. Read sight words. Identify and use syllable types. Identify the number of syllables in a word. Identify and use /ĭ/. Identify and use the blend squ-. Identify and use the blend spl-. Identify and use the blend spr-. Identify and use the blend str-. Identify and use the blend scr-. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Complete composition workbook assignment.

2.3 Triple Consonant Blends and Open Syllables 2	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Triple Consonant Blends and Open Syllables Unit assessment will test student's ability to: Identify and use syllable types. Identify the number of syllables in a word. Identify and use the blend str-. Identify and use /ă/. Identify and use /ŭ/. Identify and use the blend scr-. Identify and use the blend squ-. Identify and use /ŏ/. Identify and use the blend spl-. Identify and use the blend spr-. Identify elements of story grammar. Answer text-implicit questions. Given a story, identify characters. Given a story, identify setting. Increase reading vocabulary. Read sight words. Demonstrate automaticity. Demonstrate prosody. Understand and use graphic organizers. Answer text-explicit questions. Develop comprehension monitoring strategies. Given a story, identify solution. Generate questions about what has been read. Read instructional-level text with 90% accuracy. Given a story, identify problem. Retell what has been read. Answer scriptal questions. Read independent-level text with 95% accuracy. Summarize what has been read.
3.1 Digraphs & Trigraphs and Open Syllables		Identify the number of syllables in a word. Identify and use syllable types. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Develop comprehension monitoring strategies. Answer text-explicit questions. Given a story, identify solution. Retell what has been read. Understand and use graphic organizers. Given a story, identify characters. Given a story, identify problem. Answer text-implicit questions. Summarize what has been read. Answer scriptal questions. Identify elements of story grammar. Generate questions about what has been read. Given a story, identify setting. Identify and use the digraph ch. Identify and use the digraph wh. Identify and use the blend squ-. Identify and use the blend spl-. Identify and use the trigraph -tch. Identify and use the digraph sh. Identify and use the digraph th. Identify and use the blend str-. Identify and use the blend scr-. Identify and use the blend spr-. Identify the letters, given the sound /ch/.
3.2 Digraphs & Trigraphs and Closed Syllables 1		Identify and use the trigraph -tch. Identify and use syllable types. Identify the number of syllables in a word. Identify and use the digraph sh. Identify and use the digraph ch. Identify and use the digraph th. Identify and use the digraph wh. Identify antonyms. Demonstrate prosody. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Read independent-level text with 95% accuracy. Given a story, identify problem.

		Answer text-implicit questions. Answer text-explicit questions. Identify and use the blend scr-. Form contractions using apostrophes.
3.3 Digraphs & Trigraphs and Closed Syllables 2	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.10RF.3.4, RF.3.3, RF.3.3.c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Digraphs & Trigraphs and Closed Syllables Unit assessment will test student's ability to:Identify and use the digraph th. Identify and use the digraph wh. Identify and use the digraph ch. Identify and use the trigraph -tch. Identify and use the digraph sh. Identify the number of syllables in a word. Identify and use syllable types. Answer text-implicit questions. Given a story, identify characters. Answer text-explicit questions. Identify elements of story grammar. Demonstrate prosody. Demonstrate automaticity. Complete composition workbook assignment. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy.
4.1 Endings -s & -es and closed syllables		Identify and use the vowel suffix -es. Identify the number of syllables in a word. Identify and use syllable types. Identify and use the digraph wh. Identify and use the trigraph -tch. Identify and use the digraph sh. Identify and use the digraph ch. Identify and use the digraph th. Identify and use the consonant suffix -s. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Form contractions using apostrophes. Answer text-implicit questions. Given a story, identify setting. Answer text-explicit questions. Identify antonyms. Identify elements of story grammar. Given a story, identify characters.
4.2 Endings -s & -es and v-c-e syllables 1		Demonstrate prosody. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate automaticity. Identify the number of syllables in a word. Identify and use syllable types. Identify and use the consonant suffix -s. Given a story, identify characters. Given a story, identify problem. Generate questions about what has been read. Answer text-explicit questions. Answer text-implicit questions. Given a story, identify setting. Given a story, identify solution. Summarize what has been read. Retell what has been read. Understand and use graphic organizers. Identify elements of story grammar. Answer scriptal questions. Identify and use the vowel suffix -es. Develop comprehension monitoring strategies. Identify and use the digraph sh. Identify and use the digraph ch. Identify and use the digraph wh.

		Endings -s & -es and V-c-e syllables Unit assessment will test student's ability to: Identify the number of syllables in a word. Identify and use syllable types. Identify and use the consonant suffix -s. Identify elements of story grammar. Given a story, identify characters. Given a story, identify setting. Answer text-explicit questions. Answer text-implicit questions. Identify and use the vowel suffix -es. Identify and use the digraph th. Identify and use the digraph sh. Identify and use the trigraph -tch. Read instructional-level text with 90% accuracy. Given a story, identify solution. Retell what has been read. Demonstrate automaticity. Understand and use graphic organizers. Generate questions about what has been read. Summarize what has been read. Read independent-level text with 95% accuracy. Develop comprehension monitoring strategies. Answer scriptal questions. Demonstrate prosody. Given a story, identify problem.
4.3 Endings -s & -es and v-c-e syllables 2	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.10, RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	
5.1 Endings -ng & nk and v-c-e syllables		Identify the number of syllables in a word. Identify and use syllable types. Given a story, identify setting. Given a story, identify solution. Identify elements of story grammar. Given a story, identify characters. Answer text-explicit questions. Answer text-implicit questions. Identify and use the blend -nk. Identify and use the blend -ng. Identify and use the vowel suffix -es. Identify and use the consonant suffix -s. Complete composition workbook assignment. Read independent-level text with 95% accuracy. Demonstrate automaticity. Demonstrate prosody. Read instructional-level text with 90% accuracy.
5.2 Endings -ng & nk and syllable type review		Identify the number of syllables in a word. Identify and use syllable types. Identify and use the blend -ng. Identify and use the blend -nk. Demonstrate prosody. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate automaticity. Identify and use verb phrases. Given a story, identify setting. Answer text-implicit questions. Given a story, identify characters. Answer text-explicit questions. Use comparing adverbs to complete sentences.
5.3 Endings -ng & nk and Vowel Team syllables	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a,	Endings -ng & nk and Vowel Team syllables Unit assessment will test student's ability to: Read independent-level text with 95% accuracy. Identify elements of story grammar. Complete composition workbook assignment. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Given a story, identify characters. Identify and use syllable types. Given a story, identify setting. Identify and use the blend -ng.

	RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Identify and use the blend -nk. Answer text-explicit questions. Identify the number of syllables in a word. Demonstrate prosody.
6.1 /a/ and vowel team syllables 1		Identify and use syllable types. Identify and use /ā/ spelling patterns. Identify the number of syllables in a word. Identify and use the blend -ng. Identify and use the blend -nk. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Given a story, identify characters. Answer text-explicit questions. Summarize what has been read. Generate questions about what has been read. Understand and use graphic organizers. Identify elements of story grammar. Given a story, identify solution. Develop comprehension monitoring strategies. Answer scriptal questions. Given a story, identify setting. Given a story, identify problem. Answer text-implicit questions. Retell what has been read.
6.2 /a/ and vowel team syllables 2		Read independent-level text with 95% accuracy. Demonstrate prosody. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Identify the number of syllables in a word. Identify and use syllable types. Identify and use /ā/ spelling patterns. Understand and use graphic organizers. Answer text-implicit questions. Develop comprehension monitoring strategies. Answer scriptal questions. Identify elements of story grammar. Given a story, identify solution. Generate questions about what has been read. Given a story, identify characters. Given a story, identify problem. Answer text-explicit questions. Retell what has been read. Given a story, identify setting. Summarize what has been read. Identify and use the blend -nk. Identify and use the blend -ng.
6.3 /a/ and r-Controlled Vowel Syllables 1		Identify and use /ā/ spelling patterns. Identify and use -ur. Identify the number of syllables in a word. Identify and use -er. Identify and use -ar. Identify and use syllable types. Answer text-explicit questions. Identify and use the blend -ng. Identify and use the blend -nk. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Complete composition workbook assignment.
6.4 /a/ and r-Controlled Vowel Syllables 2		Identify and use /ā/ spelling patterns. Identify and use -ur. Identify the number of syllables in a word. Identify and use -er. Identify and use -ar. Identify and use syllable types. Answer text-explicit questions. Identify and use the blend -ng. Identify and use the blend -nk. Demonstrate prosody.

		Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Complete composition workbook assignment.
6.5 /a/ and r-Controlled Vowel Syllables 3	RF. Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.3, W3.3 a-d, W.3.4, W.3.5, W.3.6, W.3.10	/a/ and r-Controlled Vowel Syllables Unit assessment will test student's ability to: Identify and use syllable types. Identify the number of syllables in a word. Identify and use /ā/ spelling patterns. Given a story, identify characters. Answer text-explicit questions. Given a story, identify setting. Answer text-implicit questions. Identify elements of story grammar. Identify and use the blend -nk. Identify and use the blend -ng. Demonstrate automaticity. Demonstrate prosody. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Identify and use verbs in the present progressive and past progressive tenses.
7.1 /ō/ and Consonant -le Syllables 1		Identify and use /ā/ spelling patterns. Develop comprehension monitoring strategies. Given a story, identify characters. Answer text-implicit questions. Identify elements of story grammar. Answer scriptal questions. Identify the number of syllables in a word. Demonstrate prosody. Read independent-level text with 95% accuracy. Summarize what has been read. Given a story, identify setting. Given a story, identify solution. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Generate questions about what has been read. Retell what has been read. Answer text-explicit questions. Identify and use syllable types. Understand and use graphic organizers. Given a story, identify problem. Identify and use /ō/ spelling patterns.
7.2 /ō/ and Consonant -le Syllables 2		Identify and use /ō/ spelling patterns. Identify and use /ā/ spelling patterns. Identify elements of story grammar. Given a story, identify setting. Given a story, identify solution. Answer text-explicit questions. Given a story, identify problem. Answer text-implicit questions. Demonstrate automaticity. Demonstrate prosody. Understand and use graphic organizers. Generate questions about what has been read. Retell what has been read. Develop comprehension monitoring strategies. Answer scriptal questions. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify the number of syllables in a word. Summarize what has been read. Given a story, identify characters. Identify and use syllable types.

7.3 /ō/ and Consonant -le Syllables 3		Identify and use syllable types. Demonstrate prosody. Demonstrate automaticity. Given a story, identify problem. Read instructional-level text with 90% accuracy. Identify the number of syllables in a word. Identify and use /ō/ spelling patterns. Answer text-explicit questions. Answer text-implicit questions. Complete composition workbook assignment. Read independent-level text with 95% accuracy. Given a story, identify characters. Identify and use /ā/ spelling patterns.
7.4 /ō/ and Syllables types review		Identify and use /ō/ spelling patterns. Identify the number of syllables in a word. Identify and use syllable types. Use linking verbs in sentences. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify and use /ā/ spelling patterns. Identify elements of story grammar. Given a story, identify characters. Given a story, identify setting. Answer text-explicit questions. Identify and use verbs in simple present, simple past, and simple future tenses.
7.5 /ō/ and Consonant ending -ly	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	/ō/ and Consonant ending -ly Unit assessment will test student's ability to: Identify and use syllable types. Identify and use /ō/ spelling patterns. Identify and use the consonant suffix -ly. Demonstrate automaticity. Demonstrate prosody. Given a story, identify characters. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Identify the number of syllables in a word. Complete composition workbook assignment. Given a story, identify setting. Identify elements of story grammar. Answer text-explicit questions. Answer text-implicit questions. Identify and use /ā/ spelling patterns.
8.1 /ē/ and Consonant Ending -ly 1		Identify and use /ē/ spelling patterns. Identify and use the consonant suffix -ly. Demonstrate automaticity. Demonstrate prosody. Identify and use syllable types. Identify the number of syllables in a word. Answer scriptal questions. Understand and use graphic organizers. Given a story, identify solution. Answer text-implicit questions. Summarize what has been read. Retell what has been read. Identify elements of story grammar. Given a story, identify characters. Given a story, identify problem. Answer text-explicit questions. Read instructional-level text with 90% accuracy. Identify and use /ō/ spelling patterns. Read independent-level text with 95% accuracy. Develop comprehension monitoring strategies. Given a

		story, identify setting. Generate questions about what has been read.
8.2 /ē/ and Consonant Ending -ly 2		Identify and use /ō/ spelling patterns. Identify and use /ē/ spelling patterns. Identify and use the consonant suffix -ly. Given a story, identify characters. Answer text-explicit questions. Identify elements of story grammar. Given a story, identify setting. Answer text-implicit questions. Identify and use syllable types. Identify the number of syllables in a word. Demonstrate automaticity. Demonstrate prosody. Generate questions about what has been read. Develop comprehension monitoring strategies. Retell what has been read. Given a story, identify problem. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Given a story, identify solution. Summarize what has been read. Answer scriptal questions. Understand and use graphic organizers.
8.3 /ē/ and Consonant Ending -ful 1		Identify and use /ē/ spelling patterns. Identify and use the consonant suffix -ly. Identify and use the consonant suffix -ful. Use action verbs in sentences. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Answer text-explicit questions. Given a story, identify characters. Identify elements of story grammar. Answer text-implicit questions. Use linking verbs in sentences. Identify and use /ō/ spelling patterns.
8.4 /ē/ and Consonant Ending -ful 2	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	/ē/ and Consonant Ending -ful 2 Unit assessment will test student's ability to: Given a story, identify setting. Given a story, identify characters. Answer text-explicit questions. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -ly. Demonstrate automaticity. Demonstrate prosody. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Complete composition workbook assignment. Identify and use /ē/ spelling patterns. Identify and use /ō/ spelling patterns.
9.1 /ī/ and Consonant Ending -ful		Answer text-explicit questions. Identify elements of story grammar. Given a story, identify characters. Given a story, identify setting. Identify and use the consonant suffix -ful. Identify and use /ī/ spelling patterns. Identify and use /ē/ spelling patterns. Identify and use /ā/ spelling patterns. Demonstrate prosody. Read independent-level text with 95% accuracy. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Use action

		verbs in sentences. Identify and use the consonant suffix -ly. Identify and use helping verbs.
9.2 /ī/ and Consonant Ending -fully 1		Identify and use the consonant suffix -fully. Identify and use /ī/ spelling patterns. Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns. Demonstrate automaticity. Demonstrate prosody. Answer text-implicit questions. Given a story, identify characters. Given a story, identify problem. Answer text-explicit questions. Answer scriptal questions. Given a story, identify setting. Retell what has been read. Understand and use graphic organizers. Develop comprehension monitoring strategies. Identify elements of story grammar. Given a story, identify solution. Generate questions about what has been read. Summarize what has been read. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -ly.
9.3 /ī/ and Consonant Ending -fully 2		Identify and use /ī/ spelling patterns. Identify and use the consonant suffix -fully. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -ly. Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns. Given a story, identify setting. Given a story, identify problem. Summarize what has been read. Identify elements of story grammar. Answer text-implicit questions. Answer scriptal questions. Generate questions about what has been read. Develop comprehension monitoring strategies. Understand and use graphic organizers. Given a story, identify solution. Answer text-explicit questions. Given a story, identify characters. Retell what has been read. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate automaticity. Demonstrate prosody.
9.4 /ī/ and Consonant Ending -fully 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	/ī/ and Consonant Ending -fully Unit assessment will test student's ability to: Identify and use /ī/ spelling patterns. Identify and use the consonant suffix -fully. Identify and use the consonant suffix -ful. Complete composition workbook assignment. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate prosody. Answer text-explicit questions. Answer text-implicit questions. Identify elements of story grammar. Given a story, identify characters. Identify and use the consonant suffix -ly.

		Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns.
10.1 /ū/ and Consonant Ending -ment 1		Identify and use the consonant suffix -fully. Given a story, identify setting. Given a story, identify problem. Identify elements of story grammar. Given a story, identify characters. Answer text-explicit questions. Identify and use the consonant suffix -ment. Identify and use /ī/ spelling patterns. Identify and use /ū/ spelling patterns. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Use comparing adverbs to complete sentences. Identify and use the consonant suffix -ly. Identify and use the consonant suffix -ful. Identify and use helping verbs. Identify and use /ē/ spelling patterns. Identify and use /ā/ spelling patterns.
10.2 /ū/ and Consonant Ending -ment 2		Identify and use /ū/ spelling patterns. Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns. Identify and use /ī/ spelling patterns. Identify elements of story grammar. Given a story, identify problem. Demonstrate automaticity. Given a story, identify characters. Read independent-level text with 95% accuracy. Answer text-implicit questions. Identify and use the consonant suffix -ment. Demonstrate prosody. Read instructional-level text with 90% accuracy. Answer text-explicit questions. Complete composition workbook assignment. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -fully. Identify and use the consonant suffix -ly.
10.3 /ū/ and Consonant Ending -ment 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	/ū/ and Consonant Ending -ment Unit assessment will test student's ability to: Identify and use the consonant suffix -fully. Identify and use the consonant suffix -ment. Identify and use the consonant suffix -ly. Identify and use the consonant suffix -ful. Identify and use /ū/ spelling patterns. Read instructional-level text with 90% accuracy. Given a story, identify problem. Answer text-implicit questions. Given a story, identify setting. Read independent-level text with 95% accuracy. Given a story, identify characters. Answer text-explicit questions. Generate questions about what has been read. Summarize what has been read. Develop comprehension monitoring strategies. Identify elements of story grammar. Given a story, identify solution. Demonstrate automaticity. Understand and use graphic organizers. Demonstrate prosody. Answer scriptal questions. Retell what has been read. Identify and use /ē/

		spelling patterns. Identify and use /ā/ spelling patterns. Identify and use /ī/ spelling patterns.
11.1 "oo" and Consonant Ending -less 1		Identify and use the consonant suffix -less. Identify and use double o (oo) spelling patterns. Identify and use the consonant suffix -ment. Given a story, identify characters. Given a story, identify problem. Answer text-explicit questions. Answer text-implicit questions. Given a story, identify solution. Identify elements of story grammar. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -ly. Identify and use /ī/ spelling patterns. Identify and use /ū/ spelling patterns. Demonstrate prosody. Read instructional-level text with 90% accuracy. Understand and use graphic organizers. Read independent-level text with 95% accuracy. Given a story, identify setting. Generate questions about what has been read. Develop comprehension monitoring strategies. Retell what has been read. Demonstrate automaticity. Answer scriptal questions. Summarize what has been read.
11.2 "oo" and Consonant Ending -less 2		Identify and use double o (oo) spelling patterns. Identify and use the consonant suffix -less. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Given a story, identify setting. Given a story, identify problem. Answer text-implicit questions. Identify and use adjectives that show comparisons. Answer text-explicit questions. Read instructional-level text with 90% accuracy. Given a story, identify solution. Identify and use /ū/ spelling patterns. Identify and use /ī/ spelling patterns. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -ment. Identify and use the consonant suffix -ly.
11.3 "oo" and Consonant Ending -less 3		Identify and use the consonant suffix -less. Identify and use double o (oo) spelling patterns. Given a story, identify characters. Given a story, identify problem. Given a story, identify setting. Answer text-explicit questions. Identify and use /ī/ spelling patterns. Identify and use /ū/ spelling patterns. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Complete composition workbook assignment. Identify and use the consonant suffix -ly. Identify and use the consonant suffix -ment. Identify and use the consonant suffix -ful.
11.4 "oo" and Consonant Ending -ness 1	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-	"oo" and Consonant Ending -ness Unit assessment will test student's ability to: Identify and use double o (oo) spelling patterns. Identify and use the consonant suffix -less. Demonstrate

	d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	automaticity. Demonstrate prosody. Given a story, identify setting. Identify and use the consonant suffix -ness. Identify and use adjectives that tell how many. Read independent-level text with 95% accuracy. Identify elements of story grammar. Answer text-explicit questions. Read instructional-level text with 90% accuracy. Given a story, identify characters. Identify and use the consonant suffix -ment. Identify and use /ū/ spelling patterns. Identify and use /ī/ spelling patterns.
12.1 Sounds for y and Consonant Ending -ness 1		Identify and use double o (oo) spelling patterns. Identify and use /ē/ spelling patterns. Identify and use the consonant suffix -ness. Identify and use /ī/ spelling patterns. Identify the sound, given the letter y. Identify elements of story grammar. Given a story, identify setting. Answer text-explicit questions. Identify and use the consonant suffix -less. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Demonstrate prosody. Read independent-level text with 95% accuracy. Summarize what has been read. Answer scriptal questions. Generate questions about what has been read. Understand and use graphic organizers. Given a story, identify problem. Answer text-implicit questions. Retell what has been read. Develop comprehension monitoring strategies. Given a story, identify solution. Given a story, identify characters.
12.2 Sounds for y and Consonant Ending -ness 2		Identify and use /ē/ spelling patterns. Identify and use /ī/ spelling patterns. Identify and use the consonant suffix -ness. Identify the sound, given the letter y. Answer text-explicit questions. Generate questions about what has been read. Develop comprehension monitoring strategies. Retell what has been read. Understand and use graphic organizers. Given a story, identify solution. Identify elements of story grammar. Summarize what has been read. Given a story, identify characters. Answer text-implicit questions. Answer scriptal questions. Given a story, identify setting. Given a story, identify problem. Identify and use the consonant suffix -less. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify and use double o (oo) spelling patterns. Identify and use /ū/ spelling patterns.
12.3 Sounds for y and Consonant Ending -ty	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2,	Sounds for y and Consonant Ending -ty Unit assessment will test student's ability to: Identify and use the consonant suffix -ness. Identify and use the consonant suffixes -ity and -ty. Identify and use /ī/ spelling patterns. Identify the sound, given the letter y. Identify and use /ē/ spelling patterns. Identify and use

	RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	double o (oo) spelling patterns. Demonstrate prosody. Demonstrate automaticity. Identify elements of story grammar. Answer text-explicit questions. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Given a story, identify characters. Complete composition workbook assignment. Given a story, identify setting. Answer text-implicit questions.
13.1 Vowel Suffixes and Suffix -ity		Answer text-explicit questions. Answer text-implicit questions. Given a story, identify characters. Identify and understand affixes. Identify and use /ī/ spelling patterns. Identify the sound, given the letter y. Identify and use /ē/ spelling patterns. Identify and use the consonant suffixes -ity and -ty. Identify and use the consonant suffix -ness. Demonstrate automaticity. Demonstrate prosody. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Identify and use possessive adjectives.
13.2 Vowel Suffixes and Suffix -ty & -ity		Identify and understand affixes. Identify and use /ī/ spelling patterns. Identify and use /ē/ spelling patterns. Identify the sound, given the letter y. Identify and use the consonant suffixes -ity and -ty. Given a story, identify setting. Given a story, identify characters. Answer text-implicit questions. Identify elements of story grammar. Answer text-explicit questions. Identify and use the consonant suffix -ness. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Complete composition workbook assignment.
13.3 Vowel Suffixes and Consonant Suffix -some	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.3, W.3.3A-d, W.3.4, W.3.5, W.3.6, W.3.10	Vowel Suffixes and Consonant Suffix -some Unit assessment will test student's ability to: Identify elements of story grammar. Given a story, identify characters. Given a story, identify problem. Demonstrate prosody. Develop comprehension monitoring strategies. Summarize what has been read. Answer scriptal questions. Identify and use the consonant suffix -some. Read independent-level text with 95% accuracy. Identify and understand affixes. Given a story, identify solution. Demonstrate automaticity. Understand and use graphic organizers. Identify and use the consonant suffixes -ity and -ty. Read instructional-level text with 90% accuracy. Given a story, identify setting. Answer text-explicit questions. Answer text-implicit questions. Generate questions about what has been read. Retell what has been read. Identify the sound, given the letter y. Identify and

		use /ē/ spelling patterns. Identify and use /ī/ spelling patterns.
14.1 Rules for Silent e and Consonant Suffix -some 1		Identify and use the consonant suffix -some. Identify and use the consonant suffix -less. Identify and use the consonant suffixes -ity and -ty. Identify and use the consonant suffix -ness. Given a story, identify problem. Retell what has been read. Given a story, identify characters. Understand and use graphic organizers. Given a story, identify setting. Given a story, identify solution. Identify elements of story grammar. Answer text-explicit questions. Develop comprehension monitoring strategies. Answer text-implicit questions. Answer scriptal questions. Summarize what has been read. Generate questions about what has been read. Read instructional-level text with 90% accuracy. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Identify and use silent e. Identify and understand affixes.
14.2 Rules for Silent e and Consonant Suffix -some 2		Identify and use silent e. Identify and use the consonant suffix -some. Identify elements of story grammar. Given a story, identify characters. Given a story, identify setting. Answer text-implicit questions. Identify and understand affixes. Identify and use demonstrative adjectives. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Identify and use the consonant suffix -ness. Identify and use the consonant suffixes -ity and -ty.
14.3 Rules for Silent e and Consonant Suffix	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Rules for Silent e and Consonant Suffix Unit assessment will test student's ability to: Identify and use silent e. Complete composition workbook assignment. Identify the number of syllables in a word. Identify and understand affixes. Identify and use the consonant suffix -some. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Given a story, identify characters. Answer text-explicit questions. Identify elements of story grammar. Given a story, identify setting. Answer text-implicit questions.
15.1 Sounds for ea and Consonant Suffixes 1		Identify and use /ē/ spelling patterns. Identify and use /ĕ/. Identify and use /ā/ spelling patterns. Identify and understand affixes. Identify the number of syllables in a word. Identify and use the consonant suffix -some. Identify and use proper adjectives. Demonstrate automaticity.

		Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate prosody. Given a story, identify solution. Identify and use silent e. Given a story, identify problem. Answer text-explicit questions. Given a story, identify characters. Identify elements of story grammar. Answer text-implicit questions.
15.2 Sounds for ea and Consonant Suffixes 2		Identify and use the consonant suffix -some. Identify and understand affixes. Identify the number of syllables in a word. Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns. Identify and use /ĕ/. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Develop comprehension monitoring strategies. Answer text-implicit questions. Understand and use graphic organizers. Given a story, identify solution. Summarize what has been read. Given a story, identify characters. Given a story, identify problem. Generate questions about what has been read. Answer scriptal questions. Answer text-explicit questions. Retell what has been read. Identify elements of story grammar. Given a story, identify setting. Identify and use silent e.
15.3 Sounds for ea and Consonant Suffixes 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Sounds for ea and Consonant Suffixes 3 Unit assessment will test student's ability to: Identify the number of syllables in a word. Identify and understand affixes. Identify and use /ē/ spelling patterns. Identify and use /ĕ/. Identify and use /ā/ spelling patterns. Given a story, identify solution. Answer text-explicit questions. Summarize what has been read. Given a story, identify characters. Given a story, identify problem. Answer scriptal questions. Develop comprehension monitoring strategies. Identify elements of story grammar. Given a story, identify setting. Answer text-implicit questions. Generate questions about what has been read. Understand and use graphic organizers. Retell what has been read. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Demonstrate prosody. Identify and use silent e.
16.1 /ow/ and Consonant Suffixes		Identify and understand affixes. Identify and use ou and ow spelling patterns. Identify and use /ĕ/. Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns. Given a story, identify setting. Identify elements of story grammar. Given a story, identify characters. Answer text-implicit questions. Given a story, identify problem. Demonstrate prosody. Demonstrate

		automaticity. Identify the number of syllables in a word. Complete composition workbook assignment. Identify and use oi and oy spelling patterns. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy.
16.2 /oi/ and Consonant Suffixes		Identify and understand affixes. Identify and use oi and oy spelling patterns. Identify the number of syllables in a word. Identify and use ou and ow spelling patterns. Answer text-explicit questions. Given a story, identify characters. Answer text-implicit questions. Identify elements of story grammar. Given a story, identify setting. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify and use the articles a, an, and the.
16.3 /ow/ & /oi/ and Consonant Suffixes	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c,	/ow/ & /oi/ and Consonant Suffixes Unit assessment will test student's ability to: Identify and understand affixes. Identify and use ou and ow spelling patterns. Identify and use oi and oy spelling patterns. Answer text-implicit questions. Answer text-explicit questions. Identify elements of story grammar. Given a story, identify characters. Identify and use /ĕ/. Identify and use /ā/ spelling patterns. Identify and use /ē/ spelling patterns. Explain how the location of the origin of a fire is determined. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Complete composition workbook assignment. Demonstrate prosody. Read independent-level text with 95% accuracy.
17.1 Endings -le & -el and Consonant Suffixes 1		Identify and understand affixes. Demonstrate prosody. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Read independent-level text with 95% accuracy. Identify and use -le spelling pattern. Identify and use -el spelling pattern. Generate questions about what has been read. Develop comprehension monitoring strategies. Understand and use graphic organizers. Identify elements of story grammar. Given a story, identify characters. Summarize what has been read. Identify and use ou and ow spelling patterns. Answer scriptal questions. Answer text-explicit questions. Answer text-implicit questions. Retell what has been read. Identify and use oi and oy spelling patterns. Given a story, identify setting. Given a story, identify problem. Given a story, identify solution. Identify the number of syllables in a word.

17.2 Endings -le & -el and Consonant Suffixes 2		Identify and use -le spelling pattern. Develop comprehension monitoring strategies. Retell what has been read. Answer text-explicit questions. Summarize what has been read. Given a story, identify problem. Answer text-implicit questions. Identify elements of story grammar. Given a story, identify setting. Given a story, identify solution. Generate questions about what has been read. Understand and use graphic organizers. Given a story, identify characters. Answer scriptal questions. Demonstrate prosody. Read independent-level text with 95% accuracy. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Identify and use oi and oy spelling patterns. Identify and use ou and ow spelling patterns. Identify and use -el spelling pattern. Identify and understand affixes. Identify the number of syllables in a word.
17.3 Endings -le & -el and Consonant Suffixes 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c,	Endings -le & -el and Consonant Suffixes 3 Unit assessment will test student's ability to: Identify and use -le spelling pattern. Identify and use oi and oy spelling patterns. Identify and use -el spelling pattern. Identify and use ou and ow spelling patterns. Identify and understand affixes. Demonstrate automaticity. Demonstrate prosody. Answer text-explicit questions. Read instructional-level text with 90% accuracy. Answer text-implicit questions. Read independent-level text with 95% accuracy. Identify elements of story grammar. Identify and use possessive pronouns in sentences. Given a story, identify setting. Identify the number of syllables in a word.
18.1 r-Controlled Vowels and Vowel Suffix –able 1		Complete composition workbook assignment. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate prosody. Identify and use the vowel suffix -able. Identify and use -ear. Identify and use -er. Identify and use -ir. Identify and use -or. Identify and use -ar. Identify and use -ur. Identify and use -le spelling pattern. Identify and use -el spelling pattern. Identify and use the consonant suffix -less. Identify and use the consonant suffix -ful. Identify the number of syllables in a word. Identify and understand affixes. Given a story, identify characters. Given a story, identify problem. Given a story, identify solution. Answer text-explicit questions.
18.2 r-Controlled Vowels and Vowel Suffix –able 2		Answer text-explicit questions. Given a story, identify characters. Answer text-implicit questions. Identify elements of story grammar. Demonstrate automaticity. Demonstrate prosody. Identify and use -er. Identify and use -ear. Identify and use -ar. Identify and use -ir. Identify

		and use -or. Identify and use -ur. Identify and use the consonant suffix -less. Identify and use the vowel suffix -able. Identify the number of syllables in a word. Identify and use the consonant suffix -ful. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Identify and use pronouns used as direct objects of sentences. Identify and use -le spelling pattern. Identify and use -el spelling pattern.
18.3 r-Controlled Vowels and Vowel Suffix –able 3		Identify elements of story grammar. Given a story, identify characters. Answer text-explicit questions. Answer text-implicit questions. Identify and use the vowel suffix -able. Identify and use -ur. Identify and use -ear. Identify and use -er. Identify and use -or. Identify and use -ar. Identify and use -ir. Identify and use the consonant suffix -ness. Identify and use the consonant suffix -ful. Given a story, identify setting. Given a story, identify solution. Develop comprehension monitoring strategies. Answer scriptal questions. Generate questions about what has been read. Summarize what has been read. Retell what has been read. Understand and use graphic organizers. Given a story, identify problem. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy.
18.4 r-Controlled Vowels and Vowel Suffix –en 1		Identify and use -ir. Identify and use -er. Identify and use -ur. Identify and use -ear. Identify and use -or. Identify and use -ar. Identify and use the vowel suffix -able. Identify and use the vowel suffix -en. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Identify elements of story grammar. Given a story, identify setting. Summarize what has been read. Answer text-implicit questions. Develop comprehension monitoring strategies. Given a story, identify problem. Generate questions about what has been read. Retell what has been read. Given a story, identify characters. Answer scriptal questions. Understand and use graphic organizers. Answer text-explicit questions. Given a story, identify solution. Identify and use the consonant suffix -ness. Identify and understand affixes.
18.5 r-Controlled Vowels and Vowel Suffix –en 2		Identify and use -ir. Identify and use the vowel suffix -en. Identify and use -ur. Identify and use -ear. Identify and use -er. Identify and use -ar. Answer text-explicit questions. Identify elements of story grammar. Given a story, identify characters. Answer text-implicit questions. Identify and use the consonant suffix -ness. Identify and use the vowel suffix -able. Identify and use -or. Demonstrate prosody.

		Demonstrate automaticity. Read instructional-level text with 90% accuracy. Complete composition workbook assignment. Read independent-level text with 95% accuracy.
18.6 r-Controlled Vowels and Vowel Suffix –en 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.3, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.10	r-Controlled Vowels and Vowel Suffix –en 3 Unit assessment will test student's ability to: Identify and use -ar. Identify and use -or. Identify and use -ir. Identify and use -er. Identify and use -ear. Identify and use the vowel suffix -en. Identify and use -ur. Identify elements of story grammar. Given a story, identify setting. Answer text-explicit questions. Given a story, identify characters. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Identify pronouns used as subjects of sentences. Identify and use the vowel suffix -able. Identify and use the consonant suffix -ness.
19.1 Ending –ed and Vowel Suffix –est 1		Identify and use the vowel suffix -en. Identify and use -or. Identify and use -ear. Identify and use -er. Identify and use -ir. Identify and use -ur. Identify and use -ar. Demonstrate prosody. Demonstrate automaticity. Identify and use ending -ed for /ed/, /d/, and /t/. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Complete composition workbook assignment. Identify and use the vowel suffix -est. Answer text-implicit questions. Given a story, identify characters. Answer text-explicit questions.
19.2 Ending –ed and Vowel Suffix –est 2		Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use -ir. Identify and use -ar. Identify and use the vowel suffix -est. Generate questions about what has been read. Given a story, identify characters. Answer text-explicit questions. Retell what has been read. Given a story, identify setting. Answer text-implicit questions. Summarize what has been read. Develop comprehension monitoring strategies. Understand and use graphic organizers. Identify elements of story grammar. Answer scriptal questions. Given a story, identify problem. Given a story, identify solution. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Demonstrate prosody. Identify and use the vowel suffix -en.
19.3 Ending –ed and Vowel Suffix –est 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b,	Ending –ed and Vowel Suffix –est 3 Unit assessment will test student's ability to:

	L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RI.3.2, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Identify elements of story grammar. Generate questions about what has been read. Summarize what has been read. Given a story, identify problem. Answer scriptal questions. Given a story, identify setting. Answer text-explicit questions. Retell what has been read. Given a story, identify solution. Answer text-implicit questions. Develop comprehension monitoring strategies. Understand and use graphic organizers. Given a story, identify characters. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate prosody. Demonstrate automaticity. Identify and use the vowel suffix -en. Identify and use the vowel suffix -est. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use -er. Identify and use -or.
20.1 Silent Consonants and Vowel Suffix –ish 1		Identify and use the vowel suffix -est. Identify and use the vowel suffix -ish. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use silent consonant blend kn-. Identify the letters, given the sound /n/. Identify the letters, given the sound /r/. Identify and use silent consonant blend wr-. Identify the letters, given the sound /m/. Identify and use silent consonant blend -mb. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Identify elements of story grammar. Given a story, identify characters. Answer text-implicit questions. Answer text-explicit questions. Identify and use simple subjects and direct objects in sentences.
20.2 Silent Consonants and Vowel Suffix –ish 2		Identify the letters, given the sound /r/. Identify and use silent consonant blend wr-. Identify and use silent consonant blend kn-. Identify the letters, given the sound /m/. Identify the letters, given the sound /n/. Identify and use silent consonant blend -mb. Identify and use the vowel suffix -ish. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Complete composition workbook assignment. Given a story, identify setting. Identify elements of story grammar. Answer text-explicit questions. Given a story, identify characters. Identify and use abbreviations. Identify and use the vowel suffix -est. Identify and use ending -ed for /ed/, /d/, and /t/.
20.3 Silent Consonants and Vowel Suffix –ish 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2,	Silent Consonants and Vowel Suffix –ish 3 Unit assessment will test student's ability to: Identify and use silent consonant blend kn-. Identify and use silent consonant blend -mb. Identify the letters, given the sound /n/. Identify the letters, given the sound /r/.

	RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Identify the letters, given the sound /m/. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use silent consonant blend wr-. Identify and use the vowel suffix -ish. Given a story, identify characters. Given a story, identify setting. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Demonstrate prosody. Identify elements of story grammar. Identify and use plural and plural possessive nouns. Answer text-implicit questions. Answer text-explicit questions. Correctly use lay and lie in sentences. Identify and use the vowel suffix -est.
21.1 Soft Sounds and the Ending -y 1		Demonstrate prosody. Demonstrate automaticity. Identify and use g for the sound /j/. Identify and use c for the sound /s/. Identify and use the vowel suffix -y. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Develop comprehension monitoring strategies. Given a story, identify setting. Given a story, identify problem. Answer text-implicit questions. Answer scriptal questions. Identify elements of story grammar. Answer text-explicit questions. Given a story, identify characters. Given a story, identify solution. Understand and use graphic organizers. Summarize what has been read. Retell what has been read. Identify and use silent consonant blend -mb. Identify and use silent consonant blend wr-. Identify and use silent consonant blend kn-. Identify the letters, given the sound /r/. Identify the letters, given the sound /m/. Identify the letters, given the sound /n/. Identify and use the vowel suffix -ish. Generate questions about what has been read.
21.2 Soft Sounds and the Ending -y 2		Identify and use the vowel suffix -y. Identify and use c for the sound /s/. Identify and use g for the sound /j/. Read independent-level text with 95% accuracy. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Develop comprehension monitoring strategies. Understand and use graphic organizers. Identify elements of story grammar. Answer text-implicit questions. Given a story, identify characters. Given a story, identify solution. Answer scriptal questions. Summarize what has been read. Given a story, identify setting. Given a story, identify problem. Answer text-explicit questions. Generate questions about what has been read. Retell what has been read. Identify the letters, given the sound /m/. Identify the letters, given the sound /n/. Identify the letters, given the sound /r/. Identify and use silent consonant blend wr-. Identify and use silent

		consonant blend kn-. Identify and use silent consonant blend -mb. Identify and use the vowel suffix -ish.
21.3 Soft Sounds and the Ending -y 3		Identify and use the vowel suffix -y. Identify and use c for the sound /s/. Identify and use g for the sound /j/. Given a story, identify characters. Answer text-explicit questions. Given a story, identify setting. Identify elements of story grammar. Identify and use silent consonant blend -mb. Identify the letters, given the sound /m/. Identify the letters, given the sound /n/. Identify and use silent consonant blend kn-. Identify and use the vowel suffix -ish. Demonstrate prosody. Demonstrate automaticity. Complete composition workbook assignment. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy.
22.1 "oo" and the Suffix -ing 1	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	"oo" and the Suffix -ing 1 Unit assessment will test student's ability to: Identify and use double o (oo) spelling patterns. Demonstrate prosody. Demonstrate automaticity. Identify and use c for the sound /s/. Answer text-explicit questions. Read instructional-level text with 90% accuracy. Given a story, identify problem. Identify and use g for the sound /j/. Answer text-implicit questions. Read independent-level text with 95% accuracy. Given a story, identify characters. Identify nouns. Identify and use the vowel suffix -y. Identify and use vowel suffixes. Given a story, identify setting. Identify elements of story grammar. Identify and understand affixes. Correctly use choose in sentences.
22.2 "oo" and the Suffix -ing 2		Identify and understand affixes. Identify and use vowel suffixes. Identify and use the vowel suffix -y. Given a story, identify characters. Answer text-implicit questions. Identify elements of story grammar. Answer text-explicit questions. Identify and use double o (oo) spelling patterns. Identify and use c for the sound /s/. Identify and use g for the sound /j/. Read instructional-level text with 90% accuracy. Demonstrate automaticity. Demonstrate prosody. Read independent-level text with 95% accuracy. Complete composition workbook assignment.
22.3 "oo" and the Suffix -ing 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6,	"oo" and the Suffix -ing 3 Unit assessment will test student's ability to: Demonstrate automaticity. Demonstrate prosody. Understand and use graphic organizers. Given a story, identify solution. Retell what has been read. Identify and use double o (oo) spelling patterns. Given a story, identify problem. Given a story, identify characters. Given a story, identify setting. Generate questions about what has been

		read. Answer scriptal questions. Summarize what has been read. Read instructional-level text with 90% accuracy. Develop comprehension monitoring strategies. Answer text-explicit questions. Read independent-level text with 95% accuracy. Identify and use vowel suffixes. Identify elements of story grammar. Answer text-implicit questions. Identify and use c for the sound /s/. Identify and use g for the sound /j/. Identify and use the vowel suffix -y. Identify and understand affixes.
	RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	
23.1 Silent Letters and Suffixes 1		Demonstrate automaticity. Read instructional-level text with 90% accuracy. Demonstrate prosody. Read independent-level text with 95% accuracy. Understand and use graphic organizers. Given a story, identify characters. Given a story, identify solution. Answer text-explicit questions. Answer text-implicit questions. Develop comprehension monitoring strategies. Generate questions about what has been read. Summarize what has been read. Answer scriptal questions. Retell what has been read. Given a story, identify problem. Identify elements of story grammar. Given a story, identify setting. Identify and understand affixes. Identify and use vowel suffixes. Identify and use silent consonant blend kn-. Identify and use silent letters in words. Identify and use silent consonant blend -mb. Identify and use the vowel suffix -y. Identify and use silent consonant blend wr-. Identify and use ch for the sound /k/. Identify and use -dge for the sound /j/. Identify and use sc for the sound /s/. Identify and use double o (oo) spelling patterns.
23.2 Silent Letters and Suffixes 2		Correctly use take in sentences. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate prosody. Demonstrate automaticity. Identify and use vowel suffixes. Identify and use silent letters in words. Given a story, identify problem. Answer text-explicit questions. Identify and use silent consonant blend kn-. Identify elements of story grammar. Identify and use ch for the sound /k/. Identify and use sc for the sound /s/. Identify and use -dge for the sound /j/. Given a story, identify characters. Identify and use silent consonant blend wr-. Identify and use silent consonant blend -mb. Given a story, identify setting. Form plural nouns. Identify and understand affixes. Identify and use the vowel suffix -y.
23.3 Silent Letters and Suffixes 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2,	Silent Letters and Suffixes 3 Unit assessment will test student's ability to: Identify elements of story grammar. Given a story, identify setting. Answer text-implicit questions. Given a story, identify characters. Answer text-explicit questions. Identify

	RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	and use vowel suffixes. Identify and use the vowel suffix -y. Identify and use silent letters in words. Identify and understand affixes. Identify and use silent consonant blend kn-. Identify and use silent consonant blend wr-. Read independent-level text with 95% accuracy. Demonstrate automaticity. Demonstrate prosody. Read instructional-level text with 90% accuracy. Identify and use silent consonant blend -mb. Identify and use sc for the sound /s/. Identify and use -dge for the sound /j/. Identify and use ch for the sound /k/. Complete composition workbook assignment.
24.1 Homophones and Contractions 1		Identify and use homophones. Identify and use contractions. Demonstrate prosody. Demonstrate automaticity. Identify and use vowel suffixes. Given a story, identify problem. Distinguish between singular and plural nouns. Identify and use -dge for the sound /j/. Identify elements of story grammar. Identify and use silent consonant blend kn-. Read instructional-level text with 90% accuracy. Given a story, identify setting. Identify and use sc for the sound /s/. Answer text-explicit questions. Identify and use ch for the sound /k/. Identify and use silent consonant blend wr-. Identify and use silent consonant blend -mb. Read independent-level text with 95% accuracy. Given a story, identify characters. Correctly use I and me in sentences. Identify and understand affixes.
24.2 Homophones and Contractions 2		Identify and use homophones. Answer scriptal questions. Generate questions about what has been read. Retell what has been read. Given a story, identify characters. Answer text-explicit questions. Develop comprehension monitoring strategies. Given a story, identify solution. Identify elements of story grammar. Given a story, identify setting. Answer text-implicit questions. Summarize what has been read. Given a story, identify problem. Understand and use graphic organizers. Demonstrate automaticity. Read independent-level text with 95% accuracy. Demonstrate prosody. Read instructional-level text with 90% accuracy. Identify and use contractions. Identify and use silent consonant blend -mb. Identify and use silent consonant blend kn-. Identify and use silent consonant blend wr-. Identify and use vowel suffixes.
24.3 Homophones and Contractions 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9,	Homophones and Contractions 3 Unit assessment will test student's ability to: Identify and use contractions. Identify and use silent consonant blend kn-. Identify and use silent consonant blend wr-. Identify and use homophones. Read instructional-level text with 90% accuracy. Read independent-level text with 95% accuracy. Demonstrate

	RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	prosody. Demonstrate automaticity. Given a story, identify characters. Answer text-explicit questions. Answer text-implicit questions. Generate questions about what has been read. Summarize what has been read. Identify elements of story grammar. Understand and use graphic organizers. Given a story, identify setting. Develop comprehension monitoring strategies. Retell what has been read. Given a story, identify problem. Given a story, identify solution. Answer scriptal questions. Identify and use vowel suffixes. Identify and use vowel suffixes.
25.1 /aw/ and Unusual Plural Endings 1		Demonstrate automaticity. Demonstrate prosody. Identify and use unusual plural spellings. Identify and use contractions. Identify and use spelling patterns for the sound /aw/. Given a story, identify characters. Answer text-explicit questions. Answer text-implicit questions. Identify elements of story grammar. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Complete composition workbook assignment. Identify and use homophones. Identify and use silent consonant blend wr-. Identify and use silent letters in words.
25.2 /aw/ and Unusual Plural Endings 2		Identify and use unusual plural spellings. Read independent-level text with 95% accuracy. Demonstrate prosody. Demonstrate automaticity. Read instructional-level text with 90% accuracy. Identify and use interjections in sentences. Identify and use spelling patterns for the sound /aw/. Identify and use silent letters in words. Identify and use homophones. Identify and use contractions. Given a story, identify solution. Given a story, identify problem. Answer text-explicit questions. Given a story, identify characters. Identify elements of story grammar. Form plural possessive nouns by adding an apostrophe or apostrophe-s to plural nouns.
25.3 /aw/ and Unusual Plural Endings 3	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	/aw/ and Unusual Plural Endings 3 Unit assessment will test student's ability to: Identify and use spelling patterns for the sound /aw/. Identify and use unusual plural spellings. Identify and use contractions. Demonstrate automaticity. Demonstrate prosody. Answer text-explicit questions. Identify elements of story grammar. Read independent-level text with 95% accuracy. Given a story, identify characters. Given a story, identify setting. Complete composition workbook assignment. Read instructional-level text with 90% accuracy. Identify and use homophones. Identify and use silent letters in words.

26.1 /z/ and Syllable Type Review		Identify the number of syllables in a word. Identify and use syllable types. Identify and use unusual plural spellings. Identify the letters, given the sound /zh/. Identify the letters, given the sound /z/. Demonstrate prosody. Demonstrate automaticity. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Identify and use the consonant suffix -ness. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -less. Identify and use the consonant suffix -ly. Identify and use the consonant suffix -ment. Identify and use the consonant suffix -fully. Given a story, identify setting. Given a story, identify problem. Retell what has been read. Answer text-explicit questions. Given a story, identify solution. Answer text-implicit questions. Identify elements of story grammar. Answer scriptal questions. Generate questions about what has been read. Summarize what has been read. Identify and use spelling patterns for the sound /aw/. Understand and use graphic organizers. Given a story, identify characters. Develop comprehension monitoring strategies.
26.2 /z/ and Syllable Review 1		Identify the letters, given the sound /z/. Identify the letters, given the sound /zh/. Identify and use syllable types. Identify the number of syllables in a word. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -ment. Identify and use the consonant suffix -ness. Identify and use the consonant suffixes -ity and -ty. Identify and use the consonant suffix -ly. Identify and use the consonant suffix -fully. Identify and use the consonant suffix -less. Identify and understand affixes. Identify and use spelling patterns for the sound /aw/. Given a story, identify setting. Identify elements of story grammar. Answer text-explicit questions. Answer text-implicit questions. Identify and use the vowel suffix -ish. Identify and use the vowel suffix -able. Identify and use the vowel suffix -en. Identify and use the consonant suffix -some. Identify and use the vowel suffix -est. Demonstrate prosody. Given a story, identify problem. Demonstrate automaticity. Develop comprehension monitoring strategies. Develop comprehension monitoring strategies. Summarize what has been read. Read instructional-level text with 90% accuracy. Given a story, identify characters. Given a story, identify solution. Generate questions about what has been read. Read independent-level text with 95% accuracy. Answer scriptal questions. Understand and use graphic organizers. Retell what has been read.
26.3 /z/ and Syllable Review 2	Standards identified are part of lessons within the unit, not solely the unit assessment.	/z/ and Syllable Review 2 Unit assessment will test student's ability to:

	L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	Identify the letters, given the sound /zh/. Identify the letters, given the sound /z/. Identify and use the consonant suffix -ful. Identify and use the consonant suffix -less. Identify and use the consonant suffix -fully. Identify and use the consonant suffix -some. Identify and use the consonant suffix -ment. Identify and use the vowel suffix -en. Identify and use the consonant suffix -ly. Identify and use the consonant suffixes -ity and -ty. Identify and use the vowel suffix -ish. Identify and use the consonant suffix -ness. Identify and use the vowel suffix -able. Identify and use the vowel suffix -est. Demonstrate automaticity. Demonstrate prosody. Identify the number of syllables in a word. Identify and use syllable types. Read independent-level text with 95% accuracy. Read instructional-level text with 90% accuracy. Form singular possessive nouns by adding an apostrophe-s to singular nouns. Answer text-implicit questions. Given a story, identify setting. Answer text-explicit questions. Identify and use the vowel suffix -y. Demonstrate mastery of grammar, usage, and mechanics content. Identify and use spelling patterns for the sound /aw/.
27.1 MARK12 Reading II Review	Standards identified are part of lessons within the semester, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	MARK12 Reading II Review Semester assessment will test student's ability to: Identify the letters, given the sound /zh/. Identify and use the digraph th. Identify and use /ŭ/. Identify and use -ear. Identify and understand affixes. Identify and use the digraph wh. Identify and use /ă/. Identify and use c for the sound /s/. Identify and use g for the sound /j/. Identify and use /ū/ spelling patterns. Identify and use ou and ow spelling patterns. Identify and use /ō/ spelling patterns. Identify and use /ĭ/. Identify and use silent e. Identify and use /ē/ spelling patterns. Identify and use /ŏ/. Identify and use -ar. Identify and use -or. Identify and use double o (oo) spelling patterns. Identify the letters, given the sound /z/. Identify and use /ě/. Identify and use /ā/ spelling patterns. Identify and use /ī/ spelling patterns. Identify and use ea spelling patterns. Identify and use homophones. Identify the sound, given the letter y. Identify the sound, given the letter y. Identify and use -ir. Identify and use -ur. Identify and use oi and oy spelling patterns. Identify and use spelling patterns for the sound /aw/. Identify and use -er. Identify and use silent consonant blend wr-. Identify and use the digraph ch. Identify and use the blend scr-. Identify and use the consonant suffix -ly. Identify and use the vowel suffix -y. Identify and use the blend squ-. Identify and use the vowel suffix -est. Identify and use the vowel suffix -ish. Identify and use -el spelling pattern. Read sight words. Identify and use silent letters in words. Identify and

		use the blend spr-. Identify and use syllable types. Identify and use the digraph sh. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use the blend str-. Identify and use the blend spl-. Identify and use the consonant suffix -s. Identify and use the vowel suffix -able. Identify and use the consonant suffix -ness. Identify and use the consonant suffix -ness. Identify and use silent consonant blend kn-. Identify and use -le spelling pattern. Identify and use the vowel suffix -es. Increase reading vocabulary. Identify and use the trigraph -tch. Identify and use the consonant suffix -fully. Identify and use the consonant suffix -less. Read independent-level text with 95% accuracy. Complete composition workbook assignment. Demonstrate automaticity. Demonstrate prosody. Read instructional-level text with 90% accuracy. Identify and use the consonant suffix -ment. Identify and use the consonant suffixes -ity and -ty. Identify and use the consonant suffix -some. Identify and use the consonant suffix -ful. Identify and use the vowel suffix -en. Given a story, identify characters. Given a story, identify setting. Answer text-explicit questions. Answer text-implicit questions. Identify the number of syllables in a word. Identify and use contractions. Identify and use unusual plural spellings.
	Standards identified are part of lessons within the unit, not solely the unit assessment. L.3.1, L.3.1.a-i, L.3.2, L.3.2a, c, d, e, f, g, L.3.3, L.3.3.a-b, L.3.4, L.3.4.a-d, L.3.5, L.3.5.a-d, L.3.6, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8,RL.3.9, RL.3.10RF.3.4, RF.3.3, RF.3.3.a, c-d RF.3.4,RF.3.4.a, RF.3.4.b, RF.3.4.c, SL.3.2, SL.3.4, SL.3.6, W.3.1 W.3.1a-d, W.3.2, W.3.2A-d, W.3.4, W.3.5, W.3.6, W.3.10	