The Series Launcher© for *Little Bear* based on *Little Bear* by Else Holmelund Minarik. Common Core Standards for Grades 1, 2, & 3.

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
Speaking and Listening: Comprehension and Collaboration								
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓		
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	✓	✓		
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	✓	✓	✓	✓	✓		
Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓	✓	✓	✓	✓		
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓		
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	✓	✓		
Build on others' talk in conversations by linking their comments to the remarks of others.	✓	✓	✓	✓	✓	✓		
Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	✓	✓		
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓		
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓	✓	✓		
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	✓	✓		
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓	✓	✓	✓	✓	✓		
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓	✓	✓		

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓	✓	✓		
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	✓	✓		
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓	✓	✓	✓	✓	✓		
Explain their own ideas and understanding in light of the discussion.	✓	✓	✓	✓	✓	✓		
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓		
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓		
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.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	✓	✓		
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓	✓	✓	✓	✓		
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓	✓	✓	✓	✓	✓		
Speaking and Listening: Presentation of Knowledge and Ideas								
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓	✓	✓		
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓	✓	✓	✓	✓	✓		
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.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		✓		✓				

	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		✓		✓				
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		✓		✓				
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	✓	✓	✓	✓	✓	✓		
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓	✓		
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓	✓		
Reading Foundational Skills: Print Concepts								
RF.1.1. Demonstrate understanding of the organization and basic features of print.	✓	✓	✓	✓	✓	✓	✓	
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓	✓	✓	✓	✓	✓	✓	
Reading Foundational Skills: Phonological Awareness								
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish long from short vowel sounds in spoken single-syllable words.	✓	✓	✓	✓	✓	✓	✓	✓
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	✓	✓	✓	✓	✓	✓	✓	✓
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	✓	✓	✓	✓	✓	✓	✓	✓
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	✓	✓	✓	✓	✓	✓	✓	✓
Reading Foundational Skills: Phonics and Word Recognition								
Teacher modeling		✓	✓	✓	✓	✓	✓	✓
Individual silent practice		✓	✓	✓	✓		✓	✓
Partner oral practice		✓	✓	✓	✓	✓		

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
Individual test (reading checkout)		✓	✓	✓	✓		✓	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓	✓
Know the spelling-sound correspondences for common consonant digraphs.		✓	✓	✓	✓	✓	✓	✓
Decode regularly spelled one-syllable words.		✓	✓	✓	✓	✓	✓	✓
Know final -e and common vowel team conventions for representing long vowel sounds.		✓	✓	✓	✓	✓	✓	✓
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		✓	✓	✓	✓	✓	✓	✓
Decode two-syllable words following basic patterns by breaking the words into syllables.		✓	✓	✓	✓	✓	✓	✓
Read words with inflectional endings.		✓	✓	✓	✓	✓	✓	✓
Recognize and read grade-appropriate irregularly spelled words.		✓	✓	✓	✓	✓	✓	✓
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓	✓
Distinguish long and short vowels when reading regularly spelled one-syllable words.		✓	✓	✓	✓	✓	✓	✓
Know spelling-sound correspondences for additional common vowel teams.		✓	✓	✓	✓	✓	✓	✓
Decode regularly spelled two-syllable words with long vowels.		✓	✓	✓	✓	✓	✓	✓
Decode words with common prefixes and suffixes.		✓	✓	✓	✓	✓	✓	✓
Identify words with inconsistent but common spelling-sound correspondences.		✓	✓	✓	✓	✓	✓	✓
Recognize and read grade-appropriate irregularly spelled words.		✓	✓	✓	✓	✓	✓	✓
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓	✓
Decode multisyllable words.		✓	✓	✓	✓	✓	✓	✓
Read grade-appropriate irregularly spelled words.		✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency								
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		✓	✓	✓	✓	✓	✓	✓

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	✓	✓	✓	✓	✓
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text orally with accuracy, appropriate rate, and expression.		✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	✓	✓	✓	✓	✓
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.		✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	✓	✓	✓	✓	✓
Language: Conventions of Standard English								
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
Print all upper- and lowercase letters.	✓	✓	✓	✓	✓	✓	✓	✓
Use common, proper, and possessive nouns.	✓	✓	✓	✓	✓			✓
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).	✓	✓	✓	✓	✓		✓	✓
Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	✓	✓	✓	✓	✓		✓	✓
Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; today I walk home; tomorrow I will walk home).	✓	✓	✓	✓	✓		✓	✓
Use frequently occurring adjectives.		✓	✓	✓	✓		✓	✓
Use frequently occurring conjunctions (e.g., and, but, or, so, because).		✓	✓	✓	✓		✓	✓
Use determiners (e.g., articles, demonstratives).		✓	✓	✓	✓		✓	✓
Use frequently occurring prepositions (e.g., during, beyond, toward).	✓	✓	✓	✓	✓		✓	✓

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		✓	✓	✓	✓		✓	✓
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	✓	✓	✓	✓	✓		✓	✓
Use adjectives and adverbs, and choose between them depending on what is to be modified.		✓	✓	✓	✓		✓	✓
Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	✓				✓		✓	✓
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				✓	✓			
Use proper nouns.	✓	✓	✓	✓	✓		✓	✓
Form and use regular and irregular plural nouns.		✓	✓	✓	✓		✓	✓
Form and use regular and irregular verbs.		✓	✓	✓	✓		✓	✓
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	✓	✓	✓	✓	✓		✓	✓
Ensure subject-verb and pronoun-antecedent agreement.	✓	✓	✓	✓	✓		✓	✓
Produce simple, compound, and complex sentences.	✓	✓	✓	✓	✓		✓	✓
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓
Capitalize dates and names of people.	✓				✓			✓
Use end punctuation for sentences.	✓	✓	✓		✓		✓	✓
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	✓	✓	✓	✓	✓		✓	✓
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	✓	✓	✓	✓	✓		✓	✓
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓		✓	✓
Capitalize holidays, product names, and geographic names.	✓						✓	
Use an apostrophe to form contractions and frequently occurring possessives.					✓			

	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		✓	✓	✓	✓		✓	✓
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		✓	✓	✓	✓			✓
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓		✓	✓
Use commas and quotation marks in dialogue.					✓			
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	✓	✓	✓	✓	✓		✓	✓
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		✓	✓	✓	✓		✓	✓
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		✓	✓	✓	✓			✓
Language: Knowledge of Language								
(L.1.3. Begins in grade 2.)								
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
Language: Vocabulary Acquisition and Use								
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	✓	✓	✓	✓	✓	✓	✓	✓
Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓
Use frequently occurring affixes as a clue to the meaning of a word.				✓				
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				✓				
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	✓	✓	✓	✓	✓	✓	✓	✓
Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓

	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			✓					✓
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		✓	✓	✓	✓			✓
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓
Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓
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).				✓				✓
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		✓	✓	✓	✓			✓
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		✓	✓	✓	✓	✓		✓
Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	✓	✓	✓	✓	✓	✓		✓
Identify real-life connections between words and their use (e.g., note places at home that are cozy).	✓	✓	✓	✓	✓	✓		✓
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	✓	✓	✓	✓	✓	✓	✓	✓
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).	✓	✓	✓	✓	✓	✓	✓	✓
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.).	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details								
Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
RL.1.1. Ask and answer questions about key details in a text.		✓	✓	✓	✓		✓	✓
RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.		✓	✓	✓	✓		✓	✓
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.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		✓	✓	✓	✓		✓	✓
RL.1.3. Describe characters, settings, and major events in a story, using key details.		✓	✓	✓	✓		✓	✓
RL.2.3. Describe how characters in a story respond to major events and challenges.		✓	✓	✓	✓		✓	✓
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.		✓	✓	✓	✓		✓	✓
Reading Literature: Craft and Structure								
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		✓	✓	✓	✓			✓
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		✓	✓	✓	✓			✓
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		✓	✓	✓	✓			✓
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.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		✓	✓	✓	✓			✓
Reading Literature: Integration of Knowledge and Ideas								
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		✓	✓	✓	✓			✓
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		✓	✓	✓	✓			✓

	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
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.1.9. Compare and contrast the adventures and experiences of characters in stories.		✓	✓	✓	✓			✓
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).								✓
Reading Literature: Range of Reading and Complexity of Text								
Read and comprehend complex literary and informational texts independently and proficiently.		✓	✓	✓	✓		✓	✓
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. English Language Arts Standards » Reading: Literature » Grade 1.		✓	✓	✓	✓		✓	✓
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		✓	✓	✓	✓		✓	✓
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.		✓	✓	✓	✓		✓	✓
Reading Informational Text: Key Ideas and Details								
RI.1.1. Ask and answer questions about key details in a text.	✓					✓		
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓					✓		
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.1.2. Identify the main topic and retell key details of a text.	✓					✓		
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	✓					✓		
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓					✓		
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓					✓		
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓					✓		

	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
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.	✓					✓		
Reading Informational Text: Craft and Structure								
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓					✓		
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	✓					✓		
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.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	✓					✓		
Reading Informational Text: Integration of Knowledge and Ideas								
RI.1.7. Use the illustrations and details in a text to describe its key ideas.						✓		
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify 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.1.8. Identify the reasons an author gives to support points in a text.	✓					✓		
RI.2.8. Describe how reasons support specific points the author makes in a text.	✓					✓		
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).	✓					✓		
Range of Reading and Level of Text Complexity								
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	✓					✓		
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓					✓		

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
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.	✓					✓		
Writing: Text Types and Purposes								
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	✓							✓
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	✓							✓
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	✓							✓
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	✓							
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	✓	✓		✓	✓	✓		✓
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	✓	✓		✓	✓	✓		✓
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓		✓	✓	✓		✓
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓	✓		✓	✓			✓
Develop the topic with facts, definitions, and details.	✓	✓		✓	✓			✓
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.								✓
Provide a concluding statement or section.								✓
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			✓				✓	

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W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			✓				✓	
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓				✓	
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.			✓				✓	
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			✓				✓	
Use temporal words and phrases to signal event order.			✓				✓	
Provide a sense of closure.			✓				✓	
Provide a conclusion that follows from the narrated experiences or events.			✓				✓	
Writing: Production and Distribution of Writing								
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	✓	✓	✓	✓	✓		✓	✓
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓	✓	✓	✓	✓		✓	✓
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	✓	✓	✓	✓	✓		✓	✓
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓	✓	✓	✓		✓	✓
Writing: Research to Build and Present Knowledge								
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	✓	✓	✓		✓	✓
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.		✓	✓	✓	✓		✓	✓

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	Intro	1	2	3	4	Fold Bk	Test	Bks 2/3
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		✓	✓	✓	✓		✓	✓
Writing: Range of Writing								
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.			✓				✓	✓