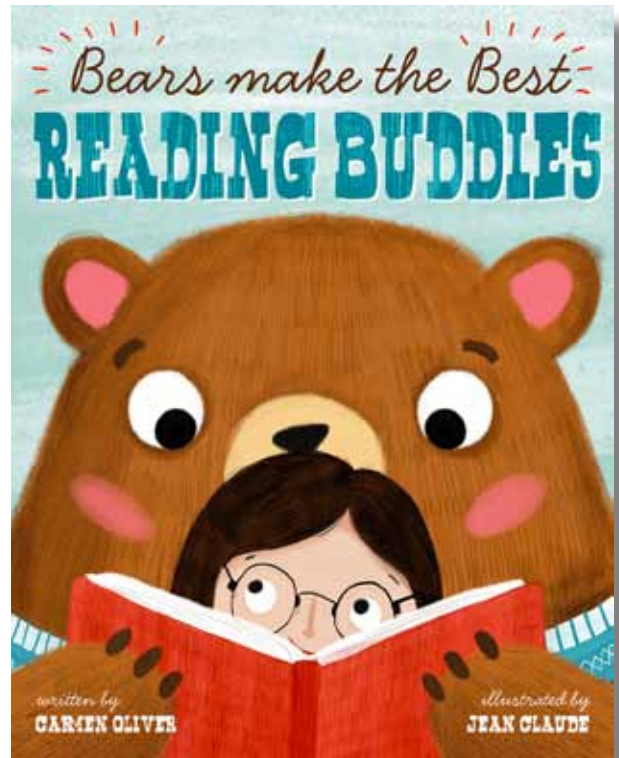


A Traits-based TEKS & Common
Core State Standards Aligned
Project Guide for

Bears Make the Best Reading Buddies



Grades K-2 ISBN: 978-1-62370-654-8
978-1-4795-9181-7 (Library binding)

Written by Carmen Oliver

Illustrated by Jean Claude

Published by **capstone**[®]

Summary: *Adelaide doesn't want an assigned reading buddy. She has her own, and he is perfect. She just has to persuade her teacher to let her reading buddy stay, even if he is a bear.*

Guide created by
Debbie Gonzales



The Traits explored in this guide are Ideas, Organization, Voice and Word Choice.

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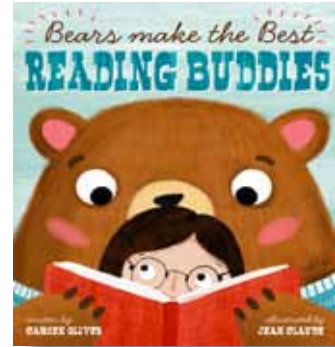
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Take a Book Walk

Consider the front cover:

- Observe the scene. Tell what the bear and the girl are doing.
- Describe how they feel. Tell how you know.
- Tell the story this illustration represents.
- Read the title – *Bears Make the Best Reading Buddies*. What do the title and the illustration suggest that this story will be about? Explain your answer.



Meet the author – Carmen Oliver!

- As a child, Carmen loved reading. As a grown up, she enjoys reading even more. Consider how her love for reading helped to inspire her to write *Bears Make the Best Reading Buddies*.
- When Carmen was in high school she wrote for the school newspaper. Discuss how this experience helped to prepare her to become a writer as an adult.
- Discuss what you know about being an author.
- List the tools and skills an author needs to be able to tell a good story.
- To learn more about author Carmen Oliver access her website at www.carmenoliver.com.



A Discussion about Illustration:

- Discuss how pictures tell stories.
- Describe how the use of color and shapes affect the story being told in pictures.
- Study the book cover. Notice how the use of difference shapes express emotion and mood. Point out specific examples of this technique.
- List the tools an illustrator uses to tell stories.
- Jean Claude is the talented individual who illustrated *Bears Make the Best Reading Buddies*. Predict the experiences Jean must have had to become a skilled illustrator.



Enjoy the activities in this guide after reading *Bears Make the Best Reading Buddies* carefully. All lessons are inspired by the plot and characters of this charming story and are based on the Six Traits of Writing. Get your pencils, markers, scissors, and imaginations ready to have some fun!



IDEAS: A Study of Character Motivation

Objective: To analyze character motivation through illustrating and citing plot points revealing the protagonist's desires, weakness, strengths, the obstacle and how it was overcome.

Materials:

- *Bears Make the Best Reading Buddies*
- Character Motivation Scene Sketching - Adelaide template (Guide, p. 5)
- Character Motivation Scene Sketching - Your Character template (Guide, p. 6)
- Pencil
- Markers

Procedure 1:

- Use the **Character Motivation Scene Sketching** template as a guide to analyze Adelaide's response to the conflict in the story.
- After reading *Bears Make the Best Reading Buddies* discuss the various aspects of Adelaide's character motivation with the students.
- Instruct students to cite examples from the text that reveal Adelaide's character and role in the story. After discussing aspects of her character motivation, tell students to use the **Character Motivation Scene Sketching** template to illustrate and describe her actions and motivations.
 - ~ Character Wants: Discuss what Adelaide wants.
 - ~ Character's Weakness: Describe Adelaide's problem. Note that she may have two problems - one being her struggle to read and the other that she desires for Bear to join the class.
 - ~ Character's Strength: Discover an asset in Adelaide's character. Identify her strength.
 - ~ Character's Obstacle: Define the problem she desires to overcome.
 - ~ Character Overcoming Obstacle: Tell how Adelaide solved her problem.
- Instruct students to illustrate and describe their interpretation of Adelaide's motivation using the **Character Motivation Scene Sketching** template.

SAMPLE CHARACTER MOTIVATION SKETCH AND DESCRIPTION

What does Adelaide want?

Illustrate Adelaide's desire here

Write a sentence describing the action in your illustration here.

Procedure 2:

- Instruct students to create a character. Use the **Character Motivation Scene Sketching - Your Character** template as a guide to analyze their character's motivation and to structure the story line.
- Once complete, encourage students to share their work with the class.



Character Motivation Scene Sketching - Adelaide

What does Adelaide want?

What is Adelaide's problem?

What is Adelaide's strength?

What does Adelaide have to overcome?

How does Adelaide overcome her problem?

Your Character's Name _____

What does your character want?

What is your character's problem?

What is your character's strength?

What does your character have to overcome?

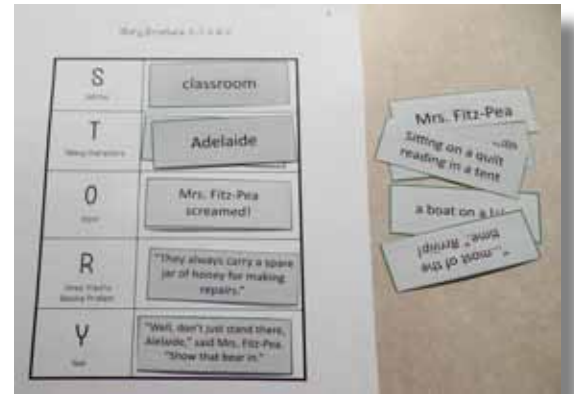
How does your character overcome their problem?

ORGANIZATION: S-T-O-R-Y Structure

Objective: To visualize the five elements of story structure - characters, setting, problem, attempts to solve the problem, and the resolution - in a manipulative manner.

Materials:

- S-T-O-R-Y Structure Template (Guide, pg. 8)
- S-T-O-R-Y Structure Plot Point Cards (Guide, pg. 9)
- S-T-O-R-Y Structure Answer Guide (Guide, pg. 10)
- Blank S-T-O-R-Y-Structure Plot Point Cards (Guide, pg. 11)
- Scissors
- Cardstock
- Paper
- Pencil
- Markers
- *Bears Make the Best Reading Buddies*



Procedure:

- Print the **S-T-O-R-Y Structure Template** and the **S-T-O-R-Y Structure Plot Point Cards** on cardstock.
- Use scissors to trim around the borders of each.
- Explain to the students that this lesson will focus on the five elements of story structure. Use the **S-T-O-R-Y Structure** template when introducing the following terms:
 - ~ **S - Setting:** Setting stands for the different places in which the story takes place.
 - ~ **T - Talking characters:** This section represents the main and secondary character, those who are very important to the story.
 - ~ **O - Oops!:** This section represents the problems in the story, those that the main character must solve.
 - ~ **R - Attempts to resolve the problem:** This section represent the various times the main character tried to solve the problem.
 - ~ **Y - Yes!:** This section represents the resolution of the story, when the main character solves the problem.
- Keeping these five elements of story in mind, reread *Bears Make the Best Reading Buddies*.
- Instruct students to organize the *Bears Make the Best Reading Buddies* **S-T-O-R-Y Structure Plot Point Cards** on the **S-T-O-R-Y Structure Template**.
- Once complete, check work using **S-T-O-R-Y Structure Answer Guide**.
- Print the sheet of **Blank S-T-O-R-Y Structure Plot Point Cards** and encourage students to discover other examples of S-T-O-R-Y in *Bears Make the Best Reading Buddies*. Write phrases or draw scenes of the black cards. Instruct students to place their cards on the corresponding S-T-O-R-Y Structure template.



S-T-O-R-Y Structure Template

S Setting	
T Talking Characters	
O Oops!	
R Times Tried to Resolve Problem	
Y Yes!	



S-T-O-R-Y Structure Plot Point Cards

Bear

Adelaide

Mrs. Fitz-Pea

classroom

Mrs. Fitz-Pea
screamed!

Sitting on a quilt
reading in a tent

"...most of the
time." *Rrriip!*

"They always carry a spare
jar of honey for making
repairs."

a boat on a lake

green wooded hills

"Well, don't just stand there,
Alelaide," said Mrs. Fitz-Pea.
"Show that bear in."

"And if you get frustrated,
they wrap you up in warm
bear hugs."



S-T-O-R-Y Structure Answers

Bear **T**Adelaide **T**Mrs. Fitz-Pea **T**classroom **S**Mrs. Fitz-Pea
screamed! **O**Sitting on a quilt
reading in a tent **S**“...most of the
time.” *Rrriip!* **O**“They always carry a
spare jar of honey for
making repairs.” **R**a boat on a lake **S**green wooded hills **S**“Well, don’t just stand
there, Adelaide,” said Mrs.
Fitz-Pea. “Show that bear in.” **Y**“And if you get
frustrated, they wrap you
up in warm bear hugs.” **R**

Blank S-T-O-R-Y Structure Plot Point Cards



VOICE: Persuasive Letter Writing

Objective: To write opinion pieces in which students attempt to persuade an individual by stating an opinion, supply reasons for the opinion, and provide some sense of closure.

Materials:

- Persuasive Letter Template (Guide, pg. 13)
- Writing Paper (Guide, pg. 14)
- Pencil
- *Bears Make the Best Reading Buddies*
- Markers

Procedure 1:

- Discuss the term *persuasive*.
- Read *Bears Make the Best Reading Buddies* making note of how Adelaide attempted to persuade Mrs. Fitz-Pea to allow Bear to become her reading buddy.
- Use the **Persuasive Letter Template** as a guide to retell Adelaide's story.
 - ~ Identify who Adelaide is trying to persuade.
 - ~ Tell what Adelaide wants.
 - ~ List five examples of why bears make good reading buddies, according to Adelaide.
 - ~ Offer a closing statement stating how Mrs. Fitz-Pea would benefit from allowing Bear to become a reading buddy.
- Using the **Writing Paper**, write a letter to Mrs. Fitz-Pea stating the reasons why bears make the best reading buddies. Use the reasons listed on the **Persuasive Letter Template** as reference.
- Illustrate your work.
- Share with class.

Procedure 2:

- Encourage students to identify an individual they would like to persuade to do something for them. Perhaps they would like to convince their siblings to share a special toy. Or, maybe they would like for a friend to invite them to a party. Maybe they would like to persuade their parents to allow them to stay up later on the weekends.
- Use the **Persuasive Letter Template** as a guide to develop their persuasive reasoning.
 - ~ Identify who they want to persuade.
 - ~ Tell what they want.
 - ~ List five persuasive examples why they should have their desires met
 - ~ Offer a closing statement stating how the stated individual would benefit by granting the student's desire.
- Using the **Writing Paper**, write a letter to their chosen person stating the reasons why they should have their desires met. Use the reasons listed on the **Persuasive Letter Template** as reference.
- Illustrate your work.
- Share with class.



Persuasive Letter Template

I want _____ to _____
(person)

Some reasons _____ should do this for me are:
(rename person)

1) _____

2) _____

3) _____

4) _____

5) _____

Tell why the individual would benefit: _____



The page contains ten sets of horizontal lines for writing. Each set consists of three lines: a solid top line, a dashed midline, and a solid bottom line. These lines are evenly spaced and extend across the width of the page.

WORD CHOICE: Triangle Poetry

Objective: To transpose a list of strong descriptive words into a frame poem.

Materials:

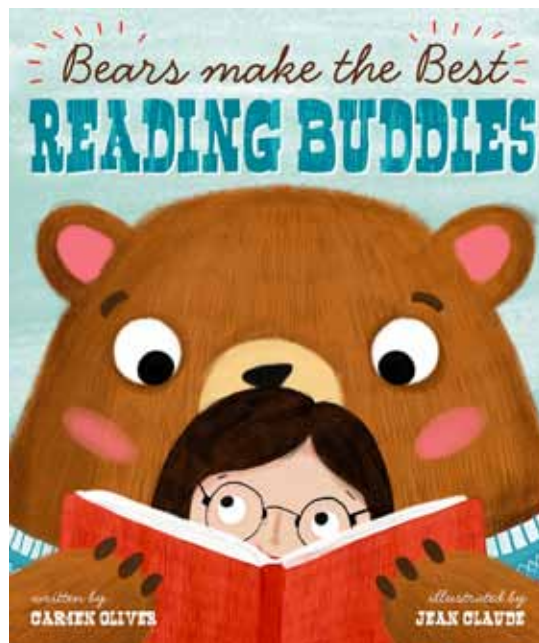
- Descriptive Word Cards (Guide, pg. 16)
- Triangle Poetry Template (Guide, pg. 17)
- Scissors
- Pencil
- Markers

Procedure:

- Print **Descriptive Word Cards**. Use scissors to trim around the borders of the cards.
- Brainstorm strong, exciting words to describe the act of reading. Create a word bank by writing words on the **Descriptive Word Cards**.
- Instruct students to search through the collection of powerful words to find six that they feel best describe the act of reading.
- Using the **Triangle Poetry Template**, instruct student to transpose their six chosen words in the spaces provided.
- Encourage the students to illustrate their poem and share it with the class.

Word Bank Ideas:

inspiring
entertaining
captivating
lively
scary
hilarious
delightful
amusing
comforting
hysterical



Descriptive Word Cards



Reading

_____ reading

_____, _____ reading

_____, _____, _____ reading

READING!



Texas Essential Knowledge and Skills for English Language Arts and Reading

English Language Arts and Reading, Kindergarten

		Book Walk	Character Motivation	S-T-O-R-Y Structure	Persuasive Letter	Triangle Poetry
110.11.b.1	Reading/Beginning Reading Skills/Print Awareness.		●	●	●	●
110.11.b.1.A	Recognize that spoken words can be represented by print for communication.		●	●	●	●
110.11.b.1.C	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.			●		
110.11.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.		●	●	●	●
110.11.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.			●	●	
110.11.b.6.A	Identify elements of a story including setting, character, and key events.		●	●		
110.11.b.6.C	Recognize sensory details.					●
110.11.b.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	●	●	●	●	●
110.11.b.8.A	Retell a main event from a story read aloud.		●	●	●	
110.11.b.8.B	Describe characters in a story and the reasons for their actions.		●		●	
110.11.b.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.		●		●	●
110.11.b.13.E	Share writing with others.		●		●	●
110.11.b.14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas		●		●	●
110.11.b.14.B	Write short poems.					●
110.11.b.17	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.		●	●	●	●
110.11.b.18	Oral and Written Conventions/Spelling. Students spell correctly.		●	●	●	●
110.11.b.21	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings	●	●	●	●	●
110.11.b.21.A	Listen attentively by facing speakers and asking questions to clarify information.	●				
110.11.b.21.B	Follow oral directions that involve a short related sequence of actions.	●	●	●	●	●
110.11.b.22	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	●	●	●	●	●
110.11.b.23	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	●	●	●	●	●



English Language Arts and Reading, Grade 1

		Book Walk	Character Motivation	S-T-O-R-Y Structure	Persuasive Letter	Triangle Poetry
110.12.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.		•	•	•	•
110.12.b.1.D	Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).				•	
110.12.b.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	•				
110.12.b.3	Reading/Beginning Reading Skills/Phonics.		•	•	•	•
110.12.b.3.A	Decode words in context and in isolation by applying common letter-sound correspondence.		•	•	•	•
110.12.b.3.B	Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words.		•	•	•	•
110.12.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.		•	•	•	•
110.12.b.4.A	Confirm predictions about what will happen next in text by "reading the part that tells."		•	•		
110.12.b.4.B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.		•	•		
110.12.b.4.C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	•	•	•	•	•
110.12.b.5	Reading/Fluency. Students read grade-level text with fluency and comprehension.	•	•	•	•	•
110.12.b.6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing					•
110.12.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.		•	•		
110.12.b.9.A	Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.		•	•		
110.12.b.9.B	Describe characters in a story and the reasons for their actions and feelings.		•	•	•	
110.12.b.11	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.		•	•	•	•
110.12.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.		•		•	•
110.12.b.18.A	Write brief stories that include a beginning, middle, and end.		•	•		
110.12.b.18.B	Write short poems that convey sensory details.					•
110.12.b.19	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.				•	
110.12.b.19.B	Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).				•	
110.12.b.21	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.		•	•	•	•
110.12.b.22	Oral and Written Conventions/Spelling. Students spell correctly.		•	•	•	•
110.12.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.12.b.27.A	Listen attentively to speakers and ask relevant questions to clarify information.	•	•	•	•	•
110.12.b.28	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	•	•	•	•	•



English Language Arts and Reading, Grade 2

		Book Walk	Character Motivation	S-T-O-R-Y Structure	Persuasive Letter	Triangle Poetry
110.13.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).		•	•	•	•
110.13.b.2	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.		•	•	•	•
110.13.b.3	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	•				
110.13.b.3.B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	•	•	•	•	
110.13.b.3.C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	•	•	•	•	
110.13.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.			•		•
110.13.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.		•	•	•	
110.13.b.9.B	Describe main characters in works of fiction, including their traits, motivations, and feelings.	•	•	•	•	
110.13.b.12	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	•	•	•	•	•
110.13.b.17	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.		•		•	•
110.13.b.17.E	Publish and share writing with others.		•		•	•
110.13.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.		•		•	•
110.13.b.18.A	Write brief stories that include a beginning, middle, and end.		•	•		
110.13.b.18.B	Write short poems that convey sensory details.					•
110.13.b.20	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.				•	
110.13.b.22	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.		•		•	•
110.13.b.23	Oral and Written Conventions/Spelling. Students spell correctly.		•	•	•	•
110.13.b.28	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity	•	•	•	•	•
110.13.b.28.A	Listen attentively to speakers and ask relevant questions to clarify information.	•	•	•	•	•
110.13.b.29	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	•	•	•	•	•



Common Core State Standards Alignment

English Language Arts Standards—Reading: Literature

		Book Walk	Character Motivation	S-T-O-R-Y Structure	Persuasive Letter	Triangle Poetry
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●	
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.			●	●	
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		●	●		
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●				
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		●			
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●	●	●	●	
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		●	●	●	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.		●	●		
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				●	●
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.		●	●	●	●
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.			●		
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.		●	●	●	
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			●		
CCSS.ELA-Literacy.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.	●	●	●	●	●

English Language Arts Standards—Reading: Foundational Skills

CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		●	●	●	●
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		●	●	●	●
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		●	●	●	●
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.		●	●	●	●
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		●	●	●	●
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		●	●	●	●
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		●	●	●	●
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●

English Language Arts Standards—Speaking & Listening

		Book Walk	Character Motivation	S-T-O-R-Y Structure	Persuasive Letter	Triangle Poetry
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●	●	●	●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●	●	●	●
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		●	●	●	●
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●

English Language Arts Standards—Writing

CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book				●	
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		●			
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		●		●	●
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●		●	●
CCSS.ELA-Literacy.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.				●	
CCSS.ELA-Literacy.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.		●			
CCSS.ELA-Literacy.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.		●		●	●
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●		●	●
CCSS.ELA-Literacy.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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.				●	
CCSS.ELA-Literacy.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.		●			
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		●		●	●
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		●		●	●