



## Evidence of Alignment

Texas Essential Knowledge and Skills (TEKS) for  
English Language Art Foundational Skills



## Table of Contents

Kindergarten Evidence by Standard.....	1
First-Grade Evidence by Standard.....	9
Second-Grade Evidence by Standard.....	16
Third-Grade Evidence by Standard.....	23

## Kindergarten Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.K.1</b>	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
ELA.K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in each lesson throughout the instructional cycle and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.K.1.B	restate and follow oral directions that involve a short, related sequence of actions;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice following directions occurs daily during all parts of the lessons when the teacher gives oral directions related to a sequence of actions.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily during Part 2: Phonics and Spelling, Part 3: Whole Class Transfer using questioning, Part 4: Extended Transfer, Review and Transfer Days, when using the Toolkits and the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>

ELA.K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs during lessons Part 2: Phonics and Spelling and Part 3: Whole Class Transfer.</li> <li>● Instruction, Practice, and Assessment use the Oral Language and Oracy Guide.</li> </ul>
ELA.K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for Understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> <li>○ Oral Language and Oracy Guide</li> </ul> </li> </ul>
<b>ELA.K.2</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
<b>ELA.K.2.A</b> <i>Demonstrate phonological awareness by:</i>		
ELA.K.2.A.i	identifying and producing rhyming words	<ul style="list-style-type: none"> <li>● Instruction during Part 1: Phonemic Awareness occurs in Lessons 1–4 and the corresponding Phonemic Awareness Toolkit.</li> <li>● Practice during the first phonemic awareness task occurs in Lessons 1–4, throughout the Eraser Game section beginning with Lesson 30, and Software Activity 1.</li> <li>● Formative assessment occurs during Skill Checks, Student Observations, and the Phonemic Awareness Toolkit.</li> </ul>

ELA.K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	<ul style="list-style-type: none"> <li>● Practice occurs during Letter Lessons extension activities and software in Activity 1.</li> <li>● Formative assessment occurs during Letter Lessons and Letter Group Lessons in Skill Checks, and Student Observations.</li> </ul>
ELA.K.2.A.iii	identifying the individual words in a spoken sentence	<ul style="list-style-type: none"> <li>● Instruction occurs during the Part 2: Phonemic Awareness task for Lessons 1–4.</li> <li>● Practice occurs during Dictation: Sentence beginning at lesson 64.</li> <li>● Formative assessment occurs during Student Observations.</li> </ul>
ELA.K.2.iv	identifying syllables in spoken words	<ul style="list-style-type: none"> <li>● Instruction occurs during the Part 2: Phonemic Awareness task in Lessons 9–16.</li> <li>● Practice occurs during the Part 2: Phonemic Awareness task in Lessons 9–16.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.K.2.A.v	blending syllables to form multisyllabic words	<ul style="list-style-type: none"> <li>● Instruction occurs during the Part 2: Phonemic Awareness task in Lessons 5, 6, 9–16.</li> <li>● Practice occurs during the Part 2: Phonemic Awareness task in Lessons 5, 6, 9–16.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.K.2.A.vi	segmenting multisyllabic words into syllables	<ul style="list-style-type: none"> <li>● Instruction occurs during the Part 2: Phonemic Awareness task in Lessons 7, 8, 10–16.</li> <li>● Practice occurs during the Part 2: Phonemic Awareness task in Lessons 7, 8, 10–16.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>

ELA.K.2.A.vii	blending spoken onsets and rimes to form simple words	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 1: Phonemic Awareness in Lessons 33–36.</li> <li>● Practice occurs during Part 1: Phonemic Awareness in Lessons 33–36.</li> <li>● Formative assessment occurs during Student Observations.</li> </ul>
ELA.K.2.A.viii	blending spoken phonemes to form one-syllable words	<ul style="list-style-type: none"> <li>● Instruction occurs during the Part 1: Phonemic Awareness task beginning in Lesson 17.</li> <li>● Practice occurs during the Part 1: Phonemic Awareness task beginning in Lesson 17.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.K.2.A.ix	manipulating syllables within a multisyllabic word	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Phonemic Awareness Toolkit.</li> <li>● Practice occurs during the use of the Phonemic Awareness Toolkit.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.K.2.A.x	segmenting spoken one-syllable words into individual phonemes	<ul style="list-style-type: none"> <li>● Instruction occurs during the Part 1: Phonemic Awareness task beginning in Lesson 17.</li> <li>● Practice occurs during the Part 1: Phonemic Awareness task beginning in Lesson 17.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>

ELA.K.2.B	Demonstrate and apply phonetic knowledge by:	
<p><b>Alignment Note:</b> Practice opportunities for all phonics skills are reinforced throughout the lessons, during recurring lesson reviews, Dictation: Decoding, Dictation: Encoding, Most Common Words Instruction, Sentence Dictation, Part 3: Whole-Class Transfer, and Part 4: Extended Transfer.</p>		
ELA.K.2.B.i	identifying and matching the common sounds that letters represent;	<ul style="list-style-type: none"> <li>● Instruction occurs during Letter Lessons 4–29, Letter Group Lessons 30–61, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Letter Lessons 4–29, Letter Group Lessons 30–61, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 30–87, 107–111, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 30–87, 107–111, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.K.2.B.iii	recognizing that new words are created when letters are changed, added, or deleted, such as <i>it - pit - tip - tap</i> ; and	<ul style="list-style-type: none"> <li>● Instruction occurs during phonemic awareness tasks beginning in lesson 69.</li> <li>● Practice occurs during Spelling: Word Building beginning in lesson 36, Reteach Lessons, and Phonics Toolkits.</li> </ul>

		<ul style="list-style-type: none"> <li>● Formative assessment occurs during the Kindergarten Phonemic Awareness Toolkit Measure 2–4.</li> </ul>
ELA.K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction occurs during the Most Common Words section of lessons beginning with Lesson 30 and in the Most Common Words Toolkit.</li> <li>● Practice occurs during Dictation: Sentence, Whole-Class Transfer Card using decodable passages, and Extended Transfer using decodable text decodable books, and in the Most Common Words Toolkit.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
<b>ELA.K.2.C</b>	<i>Demonstrate and apply spelling knowledge by:</i>	
ELA.K.2.C.i	spelling words with VC, CVC, and CCVC;	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 2: Phonics and Spelling during Lessons 36–87 and 107–111.</li> <li>● Practice occurs during Lessons 36–87, 107–111, Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.K.2.C.ii	spelling words using sound-spelling patterns; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 2: Phonics and Spelling during Lessons 36–120.</li> <li>● Practice occurs during Lessons 36–120, Dictation for Encoding, corresponding Reteach Lessons, Groups</li> </ul>



		<p>and Centers, Software Activity 1, and Review and Transfer Days.</p> <ul style="list-style-type: none"> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.K.2.C.iii	spelling high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction occurs during the Most Common Words section of lessons beginning with Lesson 30 and in the Most Common Words Toolkit.</li> <li>● Practice occurs during Sentence Dictation, Whole-Class Transfer Card using decodable passages, and Extended Transfer using decodable text decodable books, and in the Most Common Words Toolkit.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
<b>ELA.K.2.D</b>	<i>Demonstrate print awareness by:</i>	
ELA.K.2.D.i	identifying the front cover, back cover, and title page of a book;	<ul style="list-style-type: none"> <li>● Practice occurs during Part 4: Extended Transfer during Groups and Centers using the decodable books.</li> </ul>
ELA.K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<ul style="list-style-type: none"> <li>● Practice occurs during Part 4: Extended Transfer during Groups and Centers using the decodable books.</li> </ul>
ELA.K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<ul style="list-style-type: none"> <li>● Instruction during the phonemic awareness task 2 on lessons 1–4 and during Sentence Dictation in all lessons.</li> </ul>

		<ul style="list-style-type: none"> <li>● Practice during Part 2 in all lessons occurs in Sentence Dictation.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
ELA.K.2.D.iv	recognizing the difference between a letter and a printed word;	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Letter Lessons</li> <li>○ Letter Group Lessons</li> <li>○ Whole Class Transfer Cards</li> <li>○ Decodable Passages, Text, Books</li> </ul> </li> </ul>
ELA.K.2.D.v	identifying all uppercase and lowercase letters; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 4–61 and corresponding Reteach Lessons.</li> <li>● Practice during Lessons 4–61 occurs during Software Activity 1, Groups and Centers, Review and Transfer Days, and corresponding Reteach Lessons.</li> <li>● Formative assessment occurs during Readiness Check, Skill Checks, and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks.</li> </ul>
ELA.K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 4–61 and corresponding Reteach Lessons.</li> <li>● Practice during Lessons 4–61 occurs during Software Activity 1, Groups and Centers, Review and Transfer Days, and corresponding Reteach Lessons.</li> <li>● Formative assessment occurs during Readiness Check, Skill Checks, and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks.</li> </ul>

## First-Grade Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.1.1</b>	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
ELA.1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in each lesson throughout the instructional cycle and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice following directions occurs daily during all parts of the lessons when the teacher gives oral directions related to a sequence of actions.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in Part 2: Phonics and Spelling, Part 3: Whole Class Transfer using questioning, Part 4: Extended Transfer, Review and Transfer Days, when using the Toolkits and the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>

ELA.1.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs during lessons Part 2: Phonics and Spelling, Part 3: Whole Class Transfer, and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.1.1.E	develop social communication, such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for Understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> <li>○ Oral Language and Oracy Guide</li> </ul> </li> </ul>
<b>ELA.1.2</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
<b>ELA.1.2.A</b> <i>Demonstrate phonological awareness by:</i>		
ELA.1.2.A.i	producing a series of rhyming words;	<ul style="list-style-type: none"> <li>● Instruction occurs during the Phonemic Awareness Toolkit.</li> <li>● Practice occurs during the Phonemic Awareness Toolkit.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>

ELA.1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Review script in Lesson 1 as a template</li> <li>○ Turn and talk partner opportunities for students to produce alliteration</li> <li>○ Spelling: Word Building clues to apply alliteration skills</li> </ul> </li> </ul>
ELA.1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 48–79, 106–108, and 115–120.</li> <li>● Practice occurs during Lessons 48–79, 106–108, and 115–120.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 1: Phonemic Awareness in Lessons 9–123.</li> <li>● Practice occurs during Part 1: Phonemic Awareness in Lessons 9–123, Spelling: Word Building, Review and Transfer Days, Phonemic Awareness, and Reteach Lessons.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<ul style="list-style-type: none"> <li>● Instruction during Part 1: Phonemic Awareness occurs in alternating lessons from 65–75 and 94–103, corresponding Reteach Lessons, and the Phonemic Awareness Toolkit.</li> <li>● Practice during Part 1: Phonemic Awareness occurs in alternating lessons from 65–75 and 94–103, corresponding Reteach Lessons, and the Phonemic Awareness Toolkit.</li> </ul>

		<ul style="list-style-type: none"> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.1.2.A.vi	manipulating phonemes within base words; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 1: Phonemic Awareness in Lessons 9–123.</li> <li>● Practice occurs during Part 1: Phonemic Awareness in Lessons 9–123, Spelling: Word Building, Review and Transfer Days, Phonemic Awareness, and Reteach Lessons.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<ul style="list-style-type: none"> <li>● Instruction during Part 1: Phonemic Awareness occurs in alternating lessons from 6–76 and 94–104, corresponding Reteach Lessons, and the Phonemic Awareness Toolkit.</li> <li>● Practice during Part 1: Phonemic Awareness occurs in alternating lessons from 6–76 and 94–104, corresponding Reteach Lessons, and the Phonemic Awareness Toolkit.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
<b>ELA.1.2.B</b>	<i>Demonstrate and apply phonetic knowledge by:</i>	
<p><b>Alignment Note:</b> Practice opportunities for all phonics skills are reinforced throughout the lessons during recurring lesson reviews, Dictation: Decoding, Dictation: Encoding, Sentence Dictation, Part 3: Whole-Class Transfer, and Part 4: Extended Transfer.</p>		
ELA.1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 4–114 and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 4–114, corresponding Reteach Lessons, Groups and Centers, Software</li> </ul>

		<p>Activity 1, and Review and Transfer Days.</p> <ul style="list-style-type: none"> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
ELA.1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 20–37, 40, 46, 50–123, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 20–37, 40, 46, 50–123, and corresponding Reteach Lessons.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and <i>r</i> -controlled syllables;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 4–34, 49–79, 88–92, 96–104, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 58–64 and 70–77, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.1.2.B.iv	using knowledge of base words to decode common compound words and contractions;	<ul style="list-style-type: none"> <li>● Instruction occurs during Language Lessons: Compound Words and Contractions.</li> <li>● Practice occurs during Language Lessons: Compound Words and Contractions.</li> </ul>

ELA.1.2.B.v	decoding words with inflectional endings, including <i>-ed</i> , <i>-s</i> , and <i>-es</i> ; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 35, 37, 41, 47, 83–87, 94, 105, 109–112, and corresponding Reteach Lessons.</li> <li>● Practice occurs during lessons, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
ELA.1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction during Part 2: Phonics and Spelling occurs in the lessons with Irregular Most Common Words Instruction and the Most Common Words Toolkit.</li> <li>● Practice during Part 2 occurs in the Lessons section, Most Common Words Instruction, Most Common Words Toolkit, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
<b>ELA.1.2.C</b> <i>Demonstrate and apply spelling knowledge by:</i>		
ELA.1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and <i>r</i> -controlled syllables;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 4–34, 49–79, 88–92, 96–104, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 58–64 and 70–77, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>



ELA.1.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 20–37, 40, 46, 50–123, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 20–37, 40, 46, 50–123, and corresponding Reteach Lessons.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.1.2.C.iii	spelling words using sound-spelling patterns; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 2: Phonics and Spelling during Lessons 4–123.</li> <li>● Practice occurs during Lessons 4–123, Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, Software Activity 1, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Skill Checks and Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.1.2.C.iv	spelling high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction occurs during the Most Common Words section of lessons beginning with Lesson 30.</li> <li>● Practice occurs during Sentence Dictation, Whole-Class Transfer Card using decodable passages, and Extended Transfer using decodable text and decodable books.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>

## Second-Grade Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.2.1</b>	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
ELA.2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in each lesson throughout the instructional cycle and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice following directions occurs daily during all parts of the lessons when the teacher gives oral directions related to a sequence of actions.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in Part 2: Phonics and Spelling, Part 3: Whole Class Transfer using questioning, Part 4: Extended Transfer, Review and Transfer Days, when using the Toolkits and the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and</li> </ul>

		Oracy Assessment.
ELA.2.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs during lessons Part 2: Phonics and Spelling, Part 3: Whole Class Transfer, and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.2.1.E	develop social communication, such as distinguishing between asking and telling.	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for Understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> <li>○ Oral Language and Oracy Guide</li> </ul> </li> </ul>
<b>ELA.2.2</b>	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
<b>ELA.2.2.A</b>	<i>Demonstrate phonological awareness by:</i>	
ELA.2.2.A.i	producing a series of rhyming words;	<ul style="list-style-type: none"> <li>● Instruction occurs during the Phonemic Awareness Toolkit and Rhyming.</li> <li>● Practice occurs during the Phonemic Awareness Toolkit and Rhyming.</li> </ul>
ELA.2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multisyllable words;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 28–51, 74–76, and 82–88.</li> <li>● Practice occurs during Lessons 28–51, 74–76, and</li> </ul>

		<p>82–88.</p> <ul style="list-style-type: none"> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 1: Phonemic Awareness in Lessons 1–127.</li> <li>● Practice occurs during Part 1: Phonemic Awareness in Lessons 1–127, Spelling: Word Building, Review and Transfer Days, Phonemic Awareness, and Reteach Lessons.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
ELA.2.2.A.iv	manipulating phonemes within base words;	<ul style="list-style-type: none"> <li>● Instruction occurs during Part 1: Phonemic Awareness in Lessons 1–127.</li> <li>● Practice occurs during Part 1: Phonemic Awareness in Lessons 1–127, Spelling: Word Building, Review and Transfer Days, Phonemic Awareness, and Reteach Lessons.</li> <li>● Formative assessment occurs during Student Observations and the Phonemic Awareness Toolkit.</li> </ul>
<b>ELA.2.2.B</b>	<i>Demonstrate and apply phonetic knowledge by:</i>	
<p><b>Alignment Note:</b> Practice opportunities for all phonics skills are reinforced throughout the lessons during recurring lesson reviews, Dictation: Decoding, Dictation: Encoding, Sentence Dictation, Part 3: Whole-Class Transfer, and Part 4: Extended Transfer.</p>		
ELA.2.2.B.i	decoding words with short, long, or variant vowels, trigraphs, and blends;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 10–14, 29–37, 42–51, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 10–14, 29–37, 42–51, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> </ul>

		<ul style="list-style-type: none"> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.B.ii	decoding words with silent letters, such as <i>knife</i> and <i>gnat</i> ;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 79, 99, 100, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 79, 99, 100, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 82–127 and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 82–127, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.B.iv	decoding compound words, contractions, and common abbreviations;	<ul style="list-style-type: none"> <li>● Instruction occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> <li>● Practice occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> </ul>

ELA.2.2.B.v	decoding words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV;	<ul style="list-style-type: none"> <li>● Instruction occurs during lessons 82–91, 101, and 102.</li> <li>● Practice for all skills is reinforced throughout and during recurring lessons reviews, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software.</li> <li>● Assess during software Skill Checks.</li> </ul>
ELA.2.2.B.vi	decoding words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ; and	<ul style="list-style-type: none"> <li>● Instruction and practice occur during lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 90, 94–98, 105–107, and 111.</li> <li>● Assess during software Skill Checks.</li> </ul>
ELA.2.2.B.vii	identifying and reading high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction occurs daily during MCWs instruction using FRY.</li> <li>● Practice occurs during Dictation: Sentence, Whole Class Transfer, and Extended Transfer using decodable passages, decodable text, and decodable books.</li> </ul>
<b>ELA.2.2.C</b> <i>Demonstrate and apply spelling knowledge by:</i>		
<b>Alignment Note:</b> Practice opportunities for all phonics skills are reinforced throughout the lessons during recurring lesson reviews, Dictation: Decoding, Dictation: Encoding, Sentence Dictation, Part 3: Whole-Class Transfer, and Part 4: Extended Transfer.		
ELA.2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 82–127 and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 82–127 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> </ul>

		<ul style="list-style-type: none"> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.C.ii	spelling words with silent letters, such as <i>knife</i> and <i>gnat</i> ;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 79, 99, 100, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 79, 99, and 100 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.C.iii	spelling compound words, contractions, and common abbreviations;	<ul style="list-style-type: none"> <li>● Instruction occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> <li>● Practice occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> </ul>
ELA.2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 82–93, 108–110, 127, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 82–93, 108–110, and 127 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>

ELA.2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 82–93, 108–110, 127, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 82–93, 108–110, and 127 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, 105–107, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, and 105–107 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.2.2.D	alphabetize a series of words and use a dictionary or glossary to find words; and	<ul style="list-style-type: none"> <li>● Instruction occurs during Language Lesson: Alphabetical Order.</li> <li>● Practice occurs during Language Lesson: Alphabetical Order.</li> </ul>
ELA.2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	<ul style="list-style-type: none"> <li>● Educators could adapt and supplement the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Letter Group lessons</li> </ul> </li> </ul>



## Third-Grade Evidence by Standard

Standards Code	Standards	Evidence
<b>ELA.3.1</b>	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
ELA.3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in each lesson throughout the instructional cycle and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice following directions occurs daily during all parts of the lessons when the teacher gives oral directions related to a sequence of actions.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs daily in Part 2: Phonics and Spelling, Part 3: Whole Class Transfer using questioning, Part 4: Extended Transfer, Review and Transfer Days, when using the Toolkits and the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>

ELA.3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols; and	<ul style="list-style-type: none"> <li>● Instruction occurs during the use of the Oral Language and Oracy Instructional Guidance.</li> <li>● Practice occurs during lessons Part 2: Phonics and Spelling, Part 3: Whole Class Transfer, and when using the Oral Language and Oracy Practice.</li> <li>● Formative assessment uses the Oral Language and Oracy Assessment.</li> </ul>
ELA.3.1.E	develop social communication, such as conversing politely in all situations.	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Check for Understandings</li> <li>○ Whole Class Transfer</li> <li>○ Extended Transfer: Groups and Centers</li> <li>○ Oral Language and Oracy Guide</li> </ul> </li> </ul>
<b>ELA.3.2</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
<b>ELA.3.2.A</b>	<i>Demonstrate and apply phonetic knowledge by:</i>	
<b>Alignment Note:</b> Practice opportunities for all phonics skills are reinforced throughout the lessons during recurring lesson reviews, Dictation: Decoding, Dictation: Encoding, Sentence Dictation, Part 3: Whole-Class Transfer, and Part 4: Extended Transfer.		

ELA.3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns such as <i>igh</i> , <i>ough</i> , and <i>en</i> ;	<ul style="list-style-type: none"> <li>● Instruction occurs during lessons 82–93, 108–110, 117, 119, 127, and corresponding Reteach Lessons.</li> <li>● Practice occurs during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
ELA.3.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction and practice occur during lessons 82–127 and corresponding Reteach Lessons.</li> <li>● Practice occurs during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
ELA.3.2.A.iii	decoding compound words, contractions, and abbreviations;	<ul style="list-style-type: none"> <li>● Instruction occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> <li>● Practice occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> </ul>

ELA.3.2.A.iv	decoding words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV with accent shifts;	<ul style="list-style-type: none"> <li>● Instruction occurs during lessons 82–93, 101, 102, 108–110, 127, and corresponding Reteach Lessons.</li> <li>● Practice occurs during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
ELA.3.2.A.v	decoding words using knowledge of prefixes;	<ul style="list-style-type: none"> <li>● Instruction and practice occur during lessons 90 and 111.</li> <li>● Practice occurs during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software.</li> <li>● Assess during software Skill Checks.</li> </ul>
ELA.3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words, such as dropping e, changing y to i, and doubling final consonants; and	<ul style="list-style-type: none"> <li>● Instruction and practice occur during lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, and 105–107.</li> <li>● Practice occurs during reviews, Dictation: Decoding, sentence dictation, Whole Class Transfer Card, decodable passage, text, books, Groups and Centers, and software.</li> <li>● Assess during software Skill Checks.</li> </ul>
ELA.3.2.A.vii	identifying and reading high-frequency words from a research-based list;	<ul style="list-style-type: none"> <li>● Instruction occurs daily during MCWs instruction using FRY.</li> <li>● Instruction occurs in lessons during the Most Common Words section with irregular words and the Most Common Words Toolkit.</li> </ul>

		<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 63, 85, 101, 103, 104, 112–126, and corresponding Reteach Lessons.</li> <li>● Practice during the Most Common Words Instruction section occurs in lessons with irregular words, Most Common Words Toolkit, Sentence Dictations, Part 3: Whole-Class Transfer, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Print Multi-Skill Checks.</li> </ul>
<b>ELA.3.2.B</b>	<i>Demonstrate and apply spelling knowledge by:</i>	
ELA.3.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 82–127 and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 82–127 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.3.2.B.ii	spelling homophones;	<ul style="list-style-type: none"> <li>● Educators could adapt and use the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Lesson instruction and dictation</li> <li>○ Language Lesson: Antonyms, Synonyms, and More</li> <li>○ Mini-Lesson 3: Homophones</li> </ul> </li> </ul>

ELA.3.2.B.iii	spelling compound words, contractions, and abbreviations;	<ul style="list-style-type: none"> <li>● Instruction occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> <li>● Practice occurs during Language Lessons: Compound Words, Contractions, and Common Abbreviations.</li> </ul>
ELA.3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;	<ul style="list-style-type: none"> <li>● Instruction occurs during lessons 82–93, 108–110, 117, 119, 127, and corresponding Reteach Lessons.</li> <li>● Practice occurs during lessons 82–93, 108–110, 117, 119, and 127 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations and corresponding Skill Checks.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.3.2.B.v	spelling words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV;	<ul style="list-style-type: none"> <li>● Instruction occurs during lessons 82–91, 101, 102, and corresponding Reteach Lessons.</li> <li>● Practice occurs during lessons 82–91, 101, and 102 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations and corresponding Skill Checks.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>

ELA.3.2.B.vi	spelling words using knowledge of prefixes;	<ul style="list-style-type: none"> <li>● Instruction occurs during lessons 90 and 111 and corresponding Reteach Lessons.</li> <li>● Practice occurs during lessons 90 and 111 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations and corresponding Skill Checks.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<ul style="list-style-type: none"> <li>● Instruction occurs during Lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, 105–107, and corresponding Reteach Lessons.</li> <li>● Practice occurs during Lessons 15, 17, 21, 27, 55–57, 62, 73, 77, 78, 94–98, and 105–107 during Dictation for Encoding, corresponding Reteach Lessons, Groups and Centers, and Review and Transfer Days.</li> <li>● Formative assessment occurs during Student Observations and corresponding Skill Checks.</li> <li>● Summative assessment occurs during Software and Print Multi-Skill Checks and Cumulative Skill Checks.</li> </ul>
ELA.3.2.C	alphabetize a series of words to the third letter; and	<ul style="list-style-type: none"> <li>● Educators could adapt and supplement the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Language Lesson: Alphabetical Order</li> </ul> </li> </ul>
ELA.3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<ul style="list-style-type: none"> <li>● Educators could adapt and supplement the following portion of the curriculum to meet this standard: <ul style="list-style-type: none"> <li>○ Part 3: Answering Comprehension Questions</li> <li>○ Reteach Lesson Transfer Activities</li> </ul> </li> </ul>