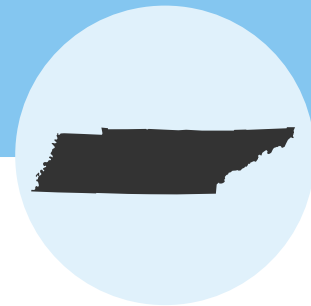


ALIGNMENT

# MEGAWORDS

## TENNESSEE English Language Arts Standards



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### Alignment to

Tennessee English Language Arts Standards

# **Megawords Alignment to the Tennessee English Language Arts Standards**

*Megawords* is a Tier 2 Structured Literacy intervention program for students in grades 4 through 12 who have moved beyond foundational decoding skills but are not yet performing at grade level. It leverages advanced word-study techniques to build vocabulary and improve word comprehension.

Students who need intervention, including those who have been diagnosed with dyslexia or the characteristics of dyslexia, multilingual learners, and students in special-education classes, need systematic, explicit instruction to support accurate and automatic word recognition, which is required for proficient reading. *Megawords* provides this instruction through structural- and word-analysis strategies, building accuracy and automaticity with multisyllabic words. *Megawords* instruction also includes opportunities for students to apply word-reading and comprehension skills and strategies in connected texts.

Ultimately, *Megawords* strengthens students' literacy skills through explicit decoding, encoding, and morphology instruction and helps students unlock comprehension, expand vocabulary, and increase fluency. *Megawords* is broken into 8 books that contain 44 lists in total. Teachers should choose lists based on the support students need.

Grade	Standard Code	Statement	Megawords List
<b>1</b>	<b>Foundational Literacy</b>	<b>Phonological Awareness</b>	
1	1.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	All Word Lists (Books 1-8)
<b>1</b>	<b>Foundational Literacy</b>	<b>Phonics and Word Recognition</b>	
1	1.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	All Word Lists (Books 1-8)
1	1.FL.PWR.3.a	Know the sound-spelling correspondence for common consonant digraphs.	Word Lists 2-4 (Book 1)
1	1.FL.PWR.3.b	Decode regularly spelled one-syllable words.	All Word Lists (Books 1-8)
1	1.FL.PWR.3.c	Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.	Word Lists 3-4 (Book 1)
1	1.FL.PWR.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	All Word Lists (Books 1-8)
1	1.FL.PWR.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	All Word Lists (Books 1-8)
1	1.FL.PWR.3.f	Read words with inflectional endings.	Word Lists 9-12, 15-16, 18-25 (Books 2-4)
1	1.FL.PWR.3.h	Read grade-level decodable text with purpose and understanding.	All Word Lists (Books 1-8)
<b>1</b>	<b>Foundational Literacy</b>	<b>Word Composition</b>	
1	1.FL.WC.4.a	Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	All Word Lists (Books 1-8) (Step 1)
1	1.FL.WC.4.b	Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels.	All Word Lists (Books 1-8) (Step 1)
1	1.FL.WC.4.c	Spell words with inflectional endings.	Word Lists 11-12, 15-16, 18-25, 37 (Books 2-4, 7)
1	1.FL.WC.4.d	Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	Word Lists 1, 2, 9 (Book 1)
1	1.FL.WC.4.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	All Word Lists (Books 1-8)
<b>1</b>	<b>Foundational Literacy</b>	<b>Fluency</b>	
1	1.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	All Word Lists (Books 1-8) (Step 6)
1	1.FL.F.5.a	Read grade-level text with purpose and understanding.	All Word Lists (Books 1-8) (Step 6)
1	1.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	All Word Lists (Books 1-8) (Step 6)
1	1.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	All Word Lists (Books 1-8) (Step 6)

Grade	Standard Code	Statement	Megawords List
<b>1</b>	<b>Foundational Literacy</b>	<b>Vocabulary Acquisition</b>	
1	1.FL.VA.7.a.ii	Use frequently occurring affixes as a clue to the meaning of a word.	Word Lists 9-16, 18-25, 39-44 (Books 2-4, 8)
1	1.FL.VA.7.a.iii	Identify frequently occurring root words and their inflectional forms.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
1	1.FL.VA.7.c	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.	All Word Lists (Books 1-8)
<b>1</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
1	1.RL.KID.1	Ask and answer questions about key details in a text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
1	1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>1</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
1	1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>1</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
1	1.RI.KID.1	Ask and answer questions about key details in a text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
1	1.RI.KID.2	Identify the main topic and retell key details of a text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>1</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
1	1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>1</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
1	1.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for grade 1.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>2</b>	<b>Foundational Literacy</b>	<b>Phonetics and Word Recognition</b>	
2	2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	All Word Lists (Books 1-8)
2	2.FL.PWR.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	All Word Lists (Books 1-8) (Step 1)
2	2.FL.PWR.3.b	Know spelling-sound correspondences for additional common vowel teams.	Word Lists 26-28 (Book 5)
2	2.FL.PWR.3.c	Decode regularly spelled two-syllable words with long vowels.	All Word Lists (Books 1-8)
2	2.FL.PWR.3.d	Decode words with common prefixes and suffixes.	Word Lists 9-16, 18-25, 39-44 (Books 2-4, 8)
2	2.FL.PWR.3.e	Identify words with inconsistent but common spelling-sound correspondences.	Word Lists 27-28 (Book 5)
2	2.FL.PWR.3.g	Decode grade-level texts with purpose and understanding.	All Word Lists (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>2</b>	<b>Foundational Literacy</b>	<b>Word Composition</b>	
2	2.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	All Word Lists (Books 1-8)
2	2.FL.WC.4.a	Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel- <i>r</i> combinations, contractions, homophones, plurals, and possessives.	All Word Lists (Books 1-8) (Step 1) <i>position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, plurals</i>
2	2.FL.WC.4.b	Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	All Word Lists (Books 1-8)
2	2.FL.WC.4.c	Spell words with suffixes that require consonant doubling, dropping silent -e, and changing <i>y</i> to <i>i</i> .	Word Lists 9-12 (Book 2)
<b>2</b>	<b>Foundational Literacy</b>	<b>Fluency</b>	
2	2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	All Word Lists (Books 1-8) (Step 6)
2	2.FL.F.5.a	Read grade-level text with purpose and understanding.	All Word Lists (Books 1-8) (Step 6)
2	2.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	All Word Lists (Books 1-8) (Step 6)
2	2.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	All Word Lists (Books 1-8) (Step 6)
<b>2</b>	<b>Foundational Literacy</b>	<b>Vocabulary Acquisition</b>	
2	2.FL.VA.7.a.ii	Determine the meaning of the new word formed when a known affix is added to a known word.	Word Lists 9-16, 18-25, 39-44 (Books 2-8)
2	2.FL.VA.7.a.iii	Use a known root word as a clue to the meaning of an unknown word with the same root.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
2	2.FL.VA.7.a.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words.	Word List 1 (Book 1)
2	2.FL.VA.7.c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	All Word Lists (Books 1-8)
<b>2</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
2	2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
2	2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>2</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
2	2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>2</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Complexity</b>	
2	2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>2</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
2	2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
2	2.RI.KID.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>2</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
2	2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>2</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
2	2.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>3</b>	<b>Foundational Literacy</b>	<b>Phonics and Word Recognition</b>	
3	3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	All Word Lists (Books 1-8)
3	3.FL.PWR.3.a	Identify and define the meaning of the most common prefixes and derivational suffixes.	Word Lists 9-16, 18-25, 39-44 (Books 2-4, 8)
3	3.FL.PWR.3.b	Decode words with common Latin suffixes, such as <i>-ly</i> , <i>-less</i> , and <i>-ful</i> .	Word Lists 9, 13-14 (Book 2)
3	3.FL.PWR.3.c	Decode multi-syllable words.	Word Lists 2-44 (Books 1-8)
<b>3</b>	<b>Foundational Literacy</b>	<b>Word Composition</b>	
3	3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	All Word Lists (Books 1-8)
3	3.FL.WC.4.a	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.	All Word Lists (Books 1-8)
<b>3</b>	<b>Foundational Literacy</b>	<b>Fluency</b>	
3	3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	All Word Lists (Books 1-8) (Step 6)
3	3.FL.F.5.a	Read grade-level text with purpose and understanding.	All Word Lists (Books 1-8) (Step 6)
3	3.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	All Word Lists (Books 1-8) (Step 6)
3	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	All Word Lists (Books 1-8) (Step 6)
<b>3</b>	<b>Foundational Literacy</b>	<b>Vocabulary Acquisition</b>	
3	3.FL.VA.7.a.ii	Determine the meaning of the new word formed when a known affix is added to a known word.	Word Lists 9-16, 18-25, 39-44 (Books 2-8)
3	3.FL.VA.7.a.iii	Use a known root word as a clue to the meaning of an unknown word with the same root.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
3	3.FL.VA.7.c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.	All Word Lists (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>3</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
3	3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
3	3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>3</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
3	3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue versus the color blue</i> ).	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>3</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
3	3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>3</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
3	3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
3	3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>3</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
3	3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>3</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Complexity</b>	
3	3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>4</b>	<b>Foundational Literacy</b>	<b>Phonics and Word Recognition</b>	
4	4.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	All Word Lists (Books 1-8)
4	4.FL.PWR.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	Word Lists 2-44 (Books 1-8)
<b>4</b>	<b>Foundational Literacy</b>	<b>Word Composition</b>	
4	4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	All Word Lists (Books 1-8)
4	4.FL.WC.4.a	Spell grade-appropriate words correctly, consulting references as needed.	All Word Lists (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>4</b>	<b>Foundational Literacy</b>	<b>Fluency</b>	
4	4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	All Word Lists (Books 1-8) (Step 6)
4	4.FL.F.5.a	Read grade-level text with purpose and understanding.	All Word Lists (Books 1-8) (Step 6)
4	4.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	All Word Lists (Books 1-8) (Step 6)
4	4.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	All Word Lists (Books 1-8) (Step 6)
<b>4</b>	<b>Foundational Literacy</b>	<b>Vocabulary Acquisition</b>	
4	4.FL.VA.7.a.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Word Lists 13-14 ,18-23, 26-32, 34-35, 38-44 (Books 2-8)
4	4.FL.VA.7.c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	All Word Lists (Books 1-8)
<b>4</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
4	4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
4	4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>4</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
4	4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>4</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
4	4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>4</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
4	4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
4	4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>4</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
4	4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)



Grade	Standard Code	Statement	Megawords List
<b>4</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
4	4.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>5</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
5	5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
5	5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>5</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
5	5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>5</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
5	5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>5</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
5	5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
5	5.RI.KID.2	Determine the central idea of a text and explain how it is supported by key details; summarize the text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>5</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
5	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>5</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
5	5.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>5</b>	<b>Foundational Literacy</b>	<b>Phonics and Word Recognition</b>	
5	5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	All Word Lists (Books 1-8)
5	5.FL.PWR.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	Word Lists 2-44 (Books 1-8)
<b>5</b>	<b>Foundational Literacy</b>	<b>Word Composition</b>	
5	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	All Word Lists (Books 1-8)
5	5.FL.WC.4.a	Spell grade-appropriate words correctly, consulting references as needed.	All Word Lists (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>5</b>	<b>Foundational Literacy</b>	<b>Fluency</b>	
5	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	All Word Lists (Books 1-8) (Step 6)
5	5.FL.F.5.a	Read grade-level text with purpose and understanding.	All Word Lists (Books 1-8) (Step 6)
5	5.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	All Word Lists (Books 1-8) (Step 6)
5	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	All Word Lists (Books 1-8) (Step 6)
<b>5</b>	<b>Foundational Literacy</b>	<b>Vocabulary Acquisition</b>	
5	5.FL.VA.7.a.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Word Lists 13-14 ,18-23, 26-32, 34-35, 38-44 (Books 2-8)
5	5.FL.VA.7.c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	All Word Lists (Books 1-8)
<b>6</b>	<b>Language</b>	<b>Vocabulary Acquisition and Use</b>	
6	6.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	Word Lists 13-14 ,18-23, 26-32, 34-35, 38-44 (Books 2-8)
6	6.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Word Lists 13-14 ,18-23, 26-32, 34-35, 38-44 (Books 2-8)
6	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	All Word Lists (Books 1-8)
<b>6</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
6	6.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
6	6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>6</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
6	6.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>6</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
6	6.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>6</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
6	6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
6	6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>6</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
6	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>6</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
6	6.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>7</b>	<b>Language</b>	<b>Vocabulary Acquisition and Use</b>	
7	7.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	Word Lists 13-14 ,18-23, 26-32, 34-35, 38-44 (Books 2-8)
7	7.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Word Lists 13-14 ,18-23, 26-32, 34-35, 38-44 (Books 2-8)
7	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	All Word Lists (Books 1-8)
<b>7</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
7	7.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
7	7.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>7</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
7	7.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>7</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
7	7.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>7</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
7	7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
7	7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>7</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
7	7.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>7</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
7	7.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>8</b>	<b>Language</b>	<b>Vocabulary Acquisition and Use</b>	
8	8.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
8	8.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
8	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	All Word Lists (Books 1-8)
<b>8</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
8	8.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
8	8.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>8</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
8	8.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>8</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
8	8.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>8</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
8	8.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
8	8.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>8</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
8	8.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>8</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
8	8.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>9-10</b>	<b>Language</b>	<b>Vocabulary Acquisition and Use</b>	
9-10	9-10.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
9-10	9-10.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
9-10	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	All Word Lists (Books 1-8)
<b>9-10</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
9-10	9-10.RL.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
9-10	9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>9-10</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
9-10	9-10.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>9-10</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
9	9.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
10	10.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>9-10</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
9-10	9-10.RI.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
9-10	9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>9-10</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
9-10	9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>9-10</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
9-10	9.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
9-10	10.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>11-12</b>	<b>Language</b>	<b>Vocabulary Acquisition and Use</b>	
11-12	11-12.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
11-12	11-12.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Word Lists 13-14, 18-23, 26-32, 34-35, 38-44 (Books 2-8)
11-12	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	All Word Lists (Books 1-8)
<b>11-12</b>	<b>Reading Literature</b>	<b>Key Ideas and Details</b>	
11-12	11-12.RL.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
11-12	11-12.RL.KID.2	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>11-12</b>	<b>Reading Literature</b>	<b>Craft and Structure</b>	
11-12	11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
<b>11-12</b>	<b>Reading Literature</b>	<b>Range of Reading and Level of Text Complexity</b>	
11-12	11.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)
11-12	12.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	Word Lists 2, 4, 12, 19, 21, 23, 26, 31, 34, 36, 39, 44 (Books 1-8)

Grade	Standard Code	Statement	Megawords List
<b>11-12</b>	<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	
11-12	11-12.RI.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
11-12	11-12.RI.KID.2	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>11-12</b>	<b>Reading Informational Text</b>	<b>Craft and Structure</b>	
11-12	11-12.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
<b>11-12</b>	<b>Reading Informational Text</b>	<b>Range of Reading and Level of Text Complexity</b>	
11	11.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)
12	12.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	Word Lists 1, 3, 5-11, 13-18, 20, 22, 24-25, 27-30, 32-33, 35, 37-38, 40-43 (Books 1-8)

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