

ALIGNMENT





### **TENNESSEE** English Language Arts Standards Grades K–5



Alignment to Tennessee English Language Arts Standards

# *Reading Accelerator,* Elementary Edition, Alignment to the Tennessee English Language Arts Standards

*Reading Accelerator*, Elementary Edition, is an acceleration program that focuses on foundational literacy skills while integrating grade-level standards as appropriate for students who have already been through the Tier 1 decoding instruction typically provided in Grades K to 2.

- *Reading Accelerator* addresses all grades K to 5 standards in the following strand categories: Foundational Literacy: Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency; Writing: Range of Writing; Reading Literature: Range of Reading and Level of Text Complexity; Reading Informational Text: Range of Reading and Level of Text Complexity.
- *Reading Accelerator* also addresses several components of the grades K to 5 standards in the following strand categories: Foundational Literacy: Word Composition, Sentence Composition, Vocabulary Acquisition; Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas; Writing: Research to Build and Present Knowledge; Reading Literature: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas; Reading Informational Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas.

Grade	Standard Code	Statement	Reading Accelerator
к	Speaking and Listening	Comprehension and Collaboration	
К	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
К	K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
К	K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
к	Speaking and Listening	Presentation of Knowledge and Ideas	
К	K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that students discuss. They are prompted to describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
К	K.SL.PKI.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage about which students can create drawings or visual displays as desired to provide additional detail related to the text.
К	K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that students can respond to, expressing thoughts, feelings, and ideas through speaking.
к	Writing	Text Types and Protocol	
К	K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	Reading Accelerator lessons 42-48, 51-53
К	K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to respond to questions and suggestions from others and add details to strengthen writing as needed with adult guidance and support.
К	K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	Not covered in <i>Reading Accelerator</i>

Grade	Standard Code	Statement	Reading Accelerator
к	Writing	Production and Distribution of Writing	
К	K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	Reading Accelerator lessons 42-48, 51-53
Κ	K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to respond to questions and suggestions from others and add details to strengthen writing as needed with adult guidance and support.
К	K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	Not covered in Reading Accelerator
к	Writing	Research to Build and Present Knowledge	
К	K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	Not covered in <i>Reading Accelerator</i>
К	K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Reading Accelerator lessons 42-48, 51-53
к	Writing	Range of Writing	
К	K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Reading Accelerator lessons 42-48, 51-53
к	Foundational Literacy	Print Concepts	
К	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.	Reinforced in every <i>Reading Accelerator</i> lesson
К	K.FL.PC.1.a	Follow words from left to right, top to bottom, and page by page.	Reinforced in every <i>Reading Accelerator</i> lesson
К	K.FL.PC.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Reading Accelerator</i> , all lessons, Step 4: Push a Pencil (Word Dictation and Sentence Dictation)
К	K.FL.PC.1.c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	<i>Reading Accelerator</i> , all lessons, Step 4: Push a Pencil (Word Dictation and Sentence Dictation)
К	K.FL.PC.1.d	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	Reinforced in every <i>Reading Accelerator</i> lesson
К	K.FL.PC.1.e	Distinguish between pictures and words.	Reinforced in every <i>Reading Accelerator</i> lesson
к	Foundational Literacy	Phonological Awareness	
К	K.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Reading Accelerator</i> , all lessons, Step 1: Sound Round
К	K.FL.PA.2.a	Recognize and begin to produce rhyming words.	<i>Reading Accelerator</i> , lessons 1-4, Step 1: Sound Round

Grade	Standard Code	Statement	Reading Accelerator
к	Foundational Literacy	Phonological Awareness	
К	K.FL.PA.2.b	Count, pronounce, blend, and segment syllables in spoken words.	<i>Reading Accelerator</i> , lessons 6, 12, 16, 27, 28, 39, 43-47, Step 1: Sound Round
К	K.FL.PA.2.c	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Reading Accelerator</i> , lessons 5, 9-11, 21-26, Step 1: Sound Round
К	K.FL.PA.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /I/, /r/, or /x/.	<i>Reading Accelerator</i> , lessons 3, 4, 13, 14, 17-20, 29, 30, 33-35, 37, 42, 53, Step 1: Sound Round
К	K.FL.PA.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Reading Accelerator</i> , lessons 9-11, 15-17, 20, 24-26, 33-38, 40-42, Step 1: Sound Round
к	Foundational Literacy	Phonics and Word Recognition	
К	K.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
К	K.FL.PWR.3.a	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	Reinforced in every <i>Reading Accelerator</i> lesson
К	K.FL.PWR.3.b	Associate the long and short phonemes with common spellings for the five major vowels.	Reading Accelerator, lessons 1-5
К	K.FL.PWR.3.c	Read common high-frequency words by sight.	<i>Reading Accelerator</i> , lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49
К	K.FL.PWR.3.d	Decode regularly spelled CVC words.	<i>Reading Accelerator</i> , lessons 1-5; reinforced in lessons 6-54
K	K.FL.PWR.3.e	Distinguish between similarly spelled words by identifying the letters that differ.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build
к	Foundational Literacy	Word Composition	
К	K.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<i>Reading Accelerator</i> , all lessons, Step 4: Push a Pencil (Word Dictation and Sentence Dictation)
К	K.FL.WC.4.a	Write uppercase and lowercase manuscript letters from memory.	Reinforced in every <i>Reading Accelerator</i> lesson
K	K.FL.WC.4.b	Write a letter/letters for most consonant and short vowel sounds (phonemes).	Reading Accelerator, lessons 1-5
К	K.FL.WC.4.c	Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
К	K.FL.WC.4.d	Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels.	Reading Accelerator, lessons 1-5, 16
К	K.FL.WC.4.e	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	Reinforced in every <i>Reading Accelerator</i> lesson
K	K.FL.WC.4.f	Write some common, frequently used words (am, and, like, the).	<i>Reading Accelerator</i> , lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49
К	K.FL.WC.4.g	Print many upper and lowercase letters.	Reinforced in every <i>Reading Accelerator</i> lesson

grammar and usage, including capitalization and punctuation, when writing with adultread-aloud passage that encourages student conversation. Writing: Reading Accelerator lessons 42-48, 51-53KK.FLSC.6.aWith modeling or verbal prompts, orally produce complete sentences.The Curriculum Connection and Extension feature in each Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation.KK.FLSC.6.bFollow one-to-one correspondence between voice and print when writing a sentence.Reading Accelerator, all lessons, Step 4: Push a Pencil (Word Dictation and Senten Dictation)KK.FLSC.6.cUse frequently occurring nouns and verbs when speaking and in shared language activities.Speaking: The Curriculum Connection and Extension feature in each Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator 'B' lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator '	Grade	Standard Code	Statement	Reading Accelerator
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KK.FL.SC.6Demonstrate command of the conventions of standard English grammar and usage when and Extension feature in each Reading accelerator "B'lesson contains a teacher 	К	K.FL.F.5a		÷ .
standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adultand Extension feature in each Reading Accelerator 'B' lesson contains at eacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator is used to a conversation and Extension feature in each Reading Accelerator 'B' lesson contains at eacher read-aloud passage that encourages student conversation.KK.FLSC.6.bWith modeling or verbal prompts, orally produce complete sentences.The Curriculum Connection and Extension feature in each Reading Accelerator 'B' lesson contains at eacher read-aloud passage that encourages student conversation.KK.FLSC.6.bFollow one-to-one correspondence between voice and print when writing a sentence.Reading Accelerator, all lessons, Step 4: Push a Pencil (Word Dictation and Senten Dictation)KK.FLSC.6.cUse frequently occurring nouns and verbs when speaking and in shared language activities.Speaking: The Curriculum Connection and Extension feature in each Reading Accelerator 'B' lesson contains at eacher read-aloud passage that encourages student conversation.KK.FLSC.6.dForm regular plural nouns when speaking and in shared language activities.Speaking: The Curriculum Connection and Extension feature in each Reading Accelerator 'B' lesson contains at eacher read-aloud passage that encourages student conversation.KK.FLSC.6.dUnderstand and use question words (Interogatives) when speaking and in shared language activities.Speaking: The Curriculum Connection and Extension feature in each Reading Accelerator 'B' lesson contain	к	Foundational Literacy	Sentence Composition	
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KK.FL.SC.6.fUse the most frequently occurring prepositions when speaking and in shared language activities.Speaking: The Curriculum Connection and Extension feature in each Reading Accelerator "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: Reading Accelerator lessons 42-48, 51-53KK.FL.SC.6.fUse the most frequently occurring prepositions when speaking and in shared language activities.Speaking: The Curriculum Connection 	К	K.FL.SC.6.d		and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i>
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Accelerator lessons 42-48, 51-53	К	K.FL.SC.6.f	when speaking and in shared language	and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i>
K K.FL.SC.6.g Produce and expand complete sentences in shared language activities. Reading Accelerator lessons 42-48, 51-53	К	K.FL.SC.6.g		Reading Accelerator lessons 42-48, 51-53
K K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. <i>Reading Accelerator</i> lessons 42-48, 51-53	К	K.FL.SC.6.h		Reading Accelerator lessons 42-48, 51-53
K K.FL.SC.6.i Recognize and name end punctuation. Reading Accelerator lessons 42-48, 51-53	К	K.FL.SC.6.i	Recognize and name end punctuation.	Reading Accelerator lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
к	Foundational Literacy	Vocabulary Acquisition	
К	K.FL.VA.7.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
К	K.FL.VA.7.a.i	Identify new meanings for familiar words and apply them accurately.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
К	K.FL.VA.7.a.ii	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
К	K.FL.VA.7.b	With guidance and support from adults, explore word relationships and nuances in word meanings.	Reading Accelerator, Lesson 5, 7, 15, 18, 20, 22, 28, 33, 43, 46, 51
К	K.FL.VA.7.b.i	Sort common objects into categories to gain a sense of the concepts the categories represent.	Not covered in <i>Reading Accelerator</i>
К	K.FL.VA.7.b.ii	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	Not covered in Reading Accelerator
К	K.FL.VA.7.b.iii	Make real-life connections between words and their use.	The "Time for Texts" step includes skill words within sentences and connected text to allow opportunities for students to make real-life connections between words and their use. Additionally, every lesson includes activities to support vocabulary development for students, and every "B" lesson contains a teacher read-aloud passage, allowing additional opportunities for students to make real-life connections between words and their use.
К	K.FL.VA.7.b.iv	Distinguish shades of meaning among verbs describing the same general action.	Not covered in Reading Accelerator

Grade	Standard Code	Statement	Reading Accelerator
к	Foundational Literacy	Vocabulary Acquisition	
К	K.FL.VA.7.c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
к	Foundational Literacy	Key Ideas and Details	
К	K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	<i>Reading Accelerator</i> lessons 1-8, 10, 12, 14- 16, 19-21, 23-25, 27, 29, 32, 34, 37, 39, 41-42, 45, 47, 50-51, 53
K	K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.	Not covered in Reading Accelerator
K	K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.	<i>Reading Accelerator</i> lessons 2, 8, 14, 19, 21, 23, 32, 39, 50
к	Reading Literature	Craft and Structure	
K	K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	<i>Reading Accelerator</i> , lessons 5, 7, 15, 18, 20, 22, 28, 33, 43, 46, 51
К	K.RL.CS.5	Recognize common types of texts	Reading Accelerator, lessons 23, 32, 50
K	K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.	Not covered in Reading Accelerator
к	Reading Literature	Range of Reading and Level of Text Complexity	
К	K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	<i>Reading Accelerator</i> lessons 1-8, 10, 12, 14- 16, 19
к	Reading Informational Text	Key Ideas and Details	
K	K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
K	K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54
К	K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	Reading Accelerator lessons 11, 13, 26, 30, 31, 35, 38, 44, 48, 49, 52, 54
к	Reading Informational Text	Craft and Structure	
К	K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
К	K.RI.CS.5	Know various text features.	Not covered in Reading Accelerator
K	K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	Not covered in <i>Reading Accelerator</i>

Grade	Standard Code	Statement	Reading Accelerator
к	Reading Informational Text	Integration of Knowledge and Ideas	
К	K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	Not covered in <i>Reading Accelerator</i>
К	K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.	Reading Accelerator lessons 30, 31, 48
К	K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	Not covered in <i>Reading Accelerator</i>
к	Reading Informational Text	Range of Reading and Level of Text Complexity	
К	K.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54

Grade	Standard Code	Statement	Reading Accelerator
1	Foundational Literacy	Print Concepts	
1	1.FL.PC.1	Demonstrate understanding of the organization and basic features of print.	Reinforced in every <i>Reading Accelerator</i> lesson
1	1.FL.PC.1.a	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	Reinforced in every <i>Reading Accelerator</i> lesson
1	Foundational Literacy	Phonological Awareness	
1	1.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Reinforced in every <i>Reading Accelerator</i> lesson
1	1.FL.PA.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	Reading Accelerator, lessons 18-54
1	1.FL.PA.2.b	Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	<i>Reading Accelerator</i> , lessons 7, 8, 13-15, 22, 23, 31
1	1.FL.PA.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<i>Reading Accelerator</i> , lessons 3, 4, 13, 14, 17-20, 29, 30, 33-35, 37, 42, 53, Step 1: Sound Round
1	1.FL.PA.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<i>Reading Accelerator</i> , lessons 8, 18, 19, 24, 25, 30, 31, 40, 53, 54
1	Foundational Literacy	Phonics and Word Recognition	
1	1.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
1	1.FL.PWR.3.a	Know the sound-spelling correspondence for common consonant digraphs.	Reading Accelerator, lessons 7-10, 53
1	1.FL.PWR.3.b	Decode regularly spelled one-syllable words.	<i>Reading Accelerator</i> , lessons 1-5; reinforced in lessons 6-54
1	1.FL.PWR.3.c	Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	<i>Reading Accelerator</i> , lessons 18, 19, 21-26, 29-30, 32, 35, 37-39
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.	<i>Reading Accelerator</i> , all "B" lessons, Step 3 (Breaking Multisyllabic Words)
1	1.FL.PWR.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	<i>Reading Accelerator</i> , all "B" lessons, Step 3 (Breaking Multisyllabic Words)
1	1.FL.PWR.3.f	Read words with inflectional endings.	<i>Reading Accelerator</i> , lessons 15, 27, 28, 44-46, 50
1	1.FL.PWR.3.g	Recognize and read grade-appropriate irregularly spelled words.	<i>Reading Accelerator,</i> lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49, 51
1	1.FL.PWR.3.h	Read grade-level decodable text with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
1	Foundational Literacy	Word Composition	
1	1.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<i>Reading Accelerator</i> , all lessons, Step 4: Push a Pencil (Word Dictation and Sentence Dictation)

Grade	Standard Code	Statement	Reading Accelerator
1	Foundational Literacy	Word Composition	
1	1.FL.WC.4.a	Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.	<i>Reading Accelerator</i> , lessons 1-5, 7-10, 13-14, 26, 53
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.	Reading Accelerator, lessons 18-19, 21-26, 29-30, 32, 35, 37-39, 42
1	1.FL.WC.4.c	Spell words with inflectional endings.	<i>Reading Accelerator</i> , lessons 15, 27, 28, 36, 44-46, 48-50, 53
1	1.FL.WC.4.d	Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	Reading Accelerator, lessons 6-52
1	1.FL.WC.4.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Reading Accelerator, lessons 1-52
1	1.FL.WC.4.f	Write many common, frequently used words and some irregular words.	Reading Accelerator, lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49, 51
1	1.FL.WC.4.g	Print all upper and lowercase letters.	Reinforced in every <i>Reading Accelerator</i> lesson
1	Foundational Literacy	Fluency	
1	1.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
1	1.FL.F.5.a	Read grade-level text with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
1	1.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
1	1.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
1	Foundational Literacy	Sentence Composition	
1	1.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.a	Use common, proper, and possessive nouns.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.b	Use singular and plural nouns with correct verbs in basic sentences.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
1	Foundational Literacy	Sentence Composition	
1	1.FL.SC.6.c	Use personal, possessive, and indefinite pronouns.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.d	Use verbs to convey a sense of past, present, and future.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.e	Use frequently occurring adjectives.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.f	Use frequently occurring conjunctions.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.g	Use articles and demonstratives.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.h	Use frequently occurring prepositions, such as during,* beyond*, and toward.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.i	Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.j	Capitalize names of people and dates.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.k	End sentences with correct punctuation.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read- aloud passage that encourages student conversation. Writing: <i>Reading Accelerator</i> lessons 42-48, 51-53
1	1.FL.SC.6.I	Use commas in dates and to separate single words in a series.	Not covered in Reading Accelerator

Grade	Standard Code	Statement	Reading Accelerator
1	Foundational Literacy	Vocabulary Acquisition	
1	1.FL.VA.7.α	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
1	1.FL.VA.7.a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
1	1.FL.VA.7.a.ii	Use frequently occurring affixes as a clue to the meaning of a word.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
1	1.FL.VA.7.a.iii	Identify frequently occurring root words and their inflectional forms.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
1	1.FL.VA.7.b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Reading Accelerator, Lesson 5, 7, 15, 18, 20, 22, 28, 33, 43, 46, 51
1	1.FL.VA.7.b.i	Sort words into categories to gain a sense of the concepts the categories represent.	Not covered in Reading Accelerator
1	1.FL.VA.7.b.ii	Define words by category and by one or more key attributes.	Not covered in Reading Accelerator
1	1.FL.VA.7.b.iii	Identify real-life connections between words and their use.	"Time for Texts" step includes skill words within sentences and connected text to allow opportunities for students to make real-life connections between words and their use. Additionally, every lesson includes activities to support vocabulary development for students, and every "B" lesson contains a teacher read-aloud passage, allowing additional opportunities for students to make real-life connections between words and their use.

Grade	Standard Code	Statement	Reading Accelerator
1	Foundational Literacy	Vocabulary Acquisition	
1	1.FL.VA.7.b.iv	Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.	Not covered in <i>Reading Accelerator</i>
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
1	Foundational Literacy	Key Ideas and Details	
1	1.RL.KID.1	Ask and answer questions about key details in a text.	<i>Reading Accelerator</i> lessons 1-8, 10, 12, 14- 16, 19-21, 23-25, 27, 29, 32, 34, 37, 39, 41-42, 45, 47, 50-51, 53
1	1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<i>Reading Accelerator</i> lessons 2, 8, 14, 19, 21, 23, 32, 39, 50
1	1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	Reading Accelerator, all "B" lessons
1	Reading Literature	Craft and Structure	
1	1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	Reading Accelerator lessons 9, 25, 41, 45
1	1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	Not covered in <i>Reading Accelerator</i>
1	1.RL.CS.6	Identify who is telling the story at various points in a text.	Not covered in <i>Reading Accelerator</i>
1	Reading Literature	Integration of Knowledge and Ideas	
1	1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	<i>Reading Accelerator</i> lessons 2, 8, 14, 19, 21, 23, 32, 39, 50
1	1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	Reading Accelerator lesson 6, 27
1	Reading Literature	Range of Reading and Level of Text Complexity	
1	1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
1	Reading Informational Text	Key Ideas and Details	
1	1.RI.KID.1	Ask and answer questions about key details in a text.	<i>Reading Accelerator</i> lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
1	1.RI.KID.2	Identify the main topic and retell key details of a text.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54

Grade	Standard Code	Statement	Reading Accelerator
1	Reading Informational Text	Key Ideas and Details	
1	1.RI.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	<i>Reading Accelerator</i> lessons 11, 13, 26, 30, 31, 35, 38, 44, 48, 49, 52, 54
1	Reading Informational Text	Craft and Structure	
1	1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
1	1.RI.CS.5	Know and use various text features to locate key facts or information in a text.	Not covered in <i>Reading Accelerator</i>
1	1.RI.CS.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Not covered in <i>Reading Accelerator</i>
1	Reading Informational Text	Integration of Knowledge and Ideas	
1	1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	Not covered in <i>Reading Accelerator</i>
1	1.RI.IKI.8	Identify the reasons an author provides to support points in a text.	Reading Accelerator lessons 30, 31, 48
1	1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	Reading Accelerator lessons 30, 31, 48
1	Reading Informational Text	Comprehension and Collaboration	
1	1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
1	1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
1	1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
1	Speaking and Listening	Presentation of Knowledge and Ideas	
1	1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.

Grade	Standard Code	Statement	Reading Accelerator
1	Speaking and Listening	Presentation of Knowledge and Ideas	
1	1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	Not covered in Reading Accelerator
1	1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
1	Writing	Range of Writing	
1	1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Reading Accelerator lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
2	Foundational Literacy	Phonics and Word Recognition	
2	2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
2	2.FL.PWR.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Reading Accelerator</i> , lessons 18-19; reinforced in lessons 20-54
2	2.FL.PWR.3.b	Know spelling-sound correspondences for additional common vowel teams.	<i>Reading Accelerator</i> , lessons 21-26, 29-30, 32, 35, 37-39
2	2.FL.PWR.3.c	Decode regularly spelled two-syllable words with long vowels.	Reading Accelerator, lessons 18-54
2	2.FL.PWR.3.d	Decode words with common prefixes and suffixes.	<i>Reading Accelerator</i> , lessons 15, 27, 28, 36, 44-46, 48-50, 53
2	2.FL.PWR.3.e	Identify words with inconsistent but common spelling-sound correspondences.	Reading Accelerator, lessons 12-54
2	2.FL.PWR.3.f	Recognize and read grade-appropriate irregularly spelled words.	<i>Reading Accelerator</i> , lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49, 51
2	2.FL.PWR.3.g	Decode grade-level texts with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
2	Foundational Literacy	Word Composition	
2	2.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<i>Reading Accelerator</i> , all lessons, Step 4: Push a Pencil (Word Dictation and Sentence Dictation)
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-r combinations, contractions, homophones, plurals, and possessives.	Reading Accelerator, lessons 1-54
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.	Reading Accelerator, lessons 6-54
2	2.FL.WC.4.c	Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	Reading Accelerator, lessons 27, 28, 50
2	2.FL.WC.4.d	Write most common, frequently used words and most irregular words.	Reading Accelerator, lessons 1-54
2	2.FL.WC.4.e	Consult reference materials, including beginning dictionaries, to check and correct spelling.	Not covered in <i>Reading Accelerator</i>
2	2.FL.WC.4.f	Print legibly in manuscript; write many upper and lowercase letters in cursive.	Printing is reinforced in every <i>Reading</i> <i>Accelerator</i> lesson; the program does not cover cursive writing
2	Foundational Literacy	Word Composition	
2	2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
2	2.FL.F.5.a	Read grade-level text with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
2	2.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts

Grade	Standard Code	Statement	Reading Accelerator
2	Foundational Literacy	Word Composition	
2	2.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
2	Foundational Literacy	Sentence Composition	
2	2.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.a	Use collective nouns.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.b	Form and use frequently occurring irregular plural nouns.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.c	Use reflexive pronouns, such as myself and ourselves.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.d	Form and use the past tense of frequently occurring irregular verbs.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.e	Use adjectives and adverbs correctly.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.f	Produce, expand, and rearrange simple and compound sentences.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
2	Foundational Literacy	Sentence Composition	
2	2.FL.SC.6.g	Use common coordinating conjunctions.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.i	Use commas in the greeting and closing of a letter.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.h	Capitalize holidays, product names, and geographic names.	Not covered in <i>Reading Accelerator</i>
2	2.FL.SC.6.j	Use an apostrophe to form contractions and frequently occurring possessives.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	2.FL.SC.6.k	With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
2	Foundational Literacy	Vocabulary Acquisition	
2	2.FL.VA.7.a	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
2	2.FL.VA.7.a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.

Grade	Standard Code	Statement	Reading Accelerator
2	Foundational Literacy	Vocabulary Acquisition	
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
2	2.FL.VA.7.a.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
2	2.FL.VA.7.a.v	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Not covered in Reading Accelerator
2	2.FL.VA.7.b	Demonstrate understanding of word relationships and nuances in word meanings.	<i>Reading Accelerator</i> , Lesson 5, 7, 15, 18, 20, 22, 28, 33, 43, 46, 51
2	2.FL.VA.7.b.i	Identify real-life connections between words and their use.	"Time for Texts" step includes skill words within sentences and connected text to allow opportunities for students to make real-life connections between words and their use. Additionally, every lesson includes activities to support vocabulary development for students, and every "B" lesson contains a teacher read-aloud passage, allowing additional opportunities for students to make real-life connections between words and their use.
2	2.FL.VA.7.b.ii	Distinguish shades of meaning among closely related words.	Not covered in Reading Accelerator
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.

Grade	Standard Code	Statement	Reading Accelerator
2	Reading Literature	Key Ideas and Details	
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.	<i>Reading Accelerator</i> lessons 1-8, 10, 12, 14- 16, 19-21, 23-25, 27, 29, 32, 34, 37, 39, 41-42, 45, 47, 50-51, 53
2	2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Reading Accelerator, lessons 21, 23, 32
2	2.RL.KID.3	Describe how characters in a story respond to major events and challenges.	Reading Accelerator lessons 2, 8, 14, 19, 21, 23, 32, 39, 50
2	Reading Literature	Craft and Structure	
	2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.	Reading Accelerator lessons 9, 25, 41, 45
2	2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Reading Accelerator, lessons 2, 3, 8, 14, 19, 21, 23, 32, 37, 39, 50
2	2.RL.CS.6	Determine when characters have different points of view.	Not covered in Reading Accelerator
2	Reading Literature	Range of Reading and Level of Text Complexity	
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.	<i>Reading Accelerator</i> lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
2	Reading Informational Text	Key Ideas and Details	
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.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
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.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54
2	2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	<i>Reading Accelerator</i> lessons 11, 13, 26, 30, 31, 35, 38, 44, 48, 49, 52, 54
2	Reading Informational Text	Crafy and Structure	
2	2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
2	2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	Not covered in Reading Accelerator
2	2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
	Reading Informational Text	Integration of Knowledge and Ideas	
2	2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
2	2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.	Reading Accelerator lessons 30, 31, 48
2	2.RI.IKI.9	Compare and contrast the most important points presented by two texts on the same topic.	Reading Accelerator lessons 30, 31, 48

Grade	Standard Code	Statement	Reading Accelerator
2	Reading Informational Text	Range of Reading and Level of Text Complexity	
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.	<i>Reading Accelerator</i> lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
2	Speaking and Listening	Comprehension and Collaboration	
2	2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
2	2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
2	2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
2	Speaking and Listening	Presentation of Knowledge and Ideas	
2	2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
2	2.SL.PKI.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	Not covered in Reading Accelerator
2	2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
2	Writing	Range of Writing	
2	2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	Reading Accelerator lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
3	Foundational Literacy	Phonics and Word Recognition	
3	3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
3	3.FL.PWR.3.a	Identify and define the meaning of the most common prefixes and derivational suffixes.	<i>Reading Accelerator</i> , lessons 15, 27, 28, 36, 44-46, 48-50, 53
3	3.FL.PWR.3.b	Decode words with common Latin suffixes, such as -ly, -less, and -ful.	Reading Accelerator, lessons 44-45
3	3.FL.PWR.3.c	Decode multi-syllable words.	Reading Accelerator, lessons 6-54
3	3.FL.PWR.3.d	Read grade-appropriate irregularly spelled words.	<i>Reading Accelerator</i> , lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49, 51
3	Foundational Literacy	Word Composition	
3	3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
3	3.FL.WC.4.a	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
3	3.FL.WC.4.b	Use conventional spelling for high-frequency words, including irregular words.	<i>Reading Accelerator</i> , lessons 1-5, 8-26, 28- 30, 32-39, 41, 43-46, 49, 51
3	3.FL.WC.4.c	Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.	Not covered in <i>Reading Accelerator</i>
3	3.FL.WC.4.d	Write legibly in manuscript; write all lower and uppercase cursive letters.	Printing is reinforced in every <i>Reading</i> <i>Accelerator</i> lesson; the program does not cover cursive writing
3	Foundational Literacy	Fluency	
3	3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
3	3.FL.F.5.a	Read grade-level text with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
3	3.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
3	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
3	Foundational Literacy	Sentence Composition	
3	3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.	Not covered in Reading Accelerator

Grade	Standard Code	Statement	Reading Accelerator
3	Foundational Literacy	Sentence Composition	
3	3.FL.SC.6.b	Form and use regular and irregular plural nouns.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.c	Use abstract nouns.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.d	Form and use regular and irregular verbs.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.e	Form and use simple verb tenses.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.f	Ensure subject-verb and pronoun-antecedent agreement.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.g	Form and use comparative and superlative adjectives and adverbs correctly.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.h	Use coordinating and subordinating conjunctions.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.i	Produce simple, compound, and complex sentences.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
3	Foundational Literacy	Sentence Composition	
3	3.FL.SC.6.j	Capitalize appropriate words in titles.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.k	Use commas in addresses.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.I	Use commas and quotation marks in dialogue.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.m	Form and use possessives.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	3.FL.SC.6.n	Write a cohesive paragraph with a main idea and detailed structure.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
3	Foundational Literacy	Vocabulary Acquisition	
3	3.FL.VA.7.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
3	3.FL.VA.7.a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.

Grade	Standard Code	Statement	Reading Accelerator
3	Foundational Literacy	Vocabulary Acquisition	
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
3	3.FL.VA.7.a.iv	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Not covered in Reading Accelerator
3	3.FL.VA.7.b	Demonstrate understanding of word relationships and nuances in word meanings.	<i>Reading Accelerator</i> , Lesson 5, 7, 15, 18, 20, 22, 28, 33, 43, 46, 51
3	3.FL.VA.7.b.i	Distinguish the literal and nonliteral meanings of words and phrases in context.	Reading Accelerator, lessons 9, 25, 41, 45
3	3.FL.VA.7.b.ii	Identify real-life connections between words and their use.	Not covered in Reading Accelerator
3	3.FL.VA.7.b.iii	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	Not covered in Reading Accelerator
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.	Reading Accelerator lessons 42-48, 51-53
3	Reading Literature	Key Ideas and Details	
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.	<i>Reading Accelerator</i> lessons 1-8, 10, 12, 14- 16, 19-21, 23-25, 27, 29, 32, 34, 37, 39, 41-42, 45, 47, 50-51, 53
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.	<i>Reading Accelerator</i> lessons 2, 8, 14, 19, 21, 23, 32, 39, 50
3	3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	Reading Accelerator lessons 6, 27

Grade	Standard Code	Statement	Reading Accelerator
3	Reading Literature	Craft and Structure	
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., feeling blue versus the color blue).	Reading Accelerator lessons 9, 25, 41, 45
3	3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	Not covered in <i>Reading Accelerator</i>
3	3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	Not covered in <i>Reading Accelerator</i>
3	Reading Informational Text	Range of Reading and Level of Text Complexity	
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.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
3	Reading Informational Text	Key Ideas and Details	
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.	<i>Reading Accelerator</i> lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
3	3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54
3	3.RI.KID.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<i>Reading Accelerator</i> lessons 11, 13, 26, 30, 38, 44, 48, 49, 54
3	Reading Informational Text	Craft and Structure	
3	3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
3	3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	Not covered in Reading Accelerator
3	3.RI.CS.6	Distinguish reader point of view from that of an author of a text.	Not covered in Reading Accelerator
3	Reading Informational Text	Integration of Knowledge and Ideas	
3	3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	Not covered in Reading Accelerator
3	3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.	Reading Accelerator lessons 30, 31, 48
3	3.RI.IKI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Not covered in <i>Reading Accelerator</i>
3	Reading Informational Text	Range of Reading and Level of Text Complexity	
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.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54

Grade	Standard Code	Statement	Reading Accelerator
3	Speaking and Listening	Comprehension and Collaboration	
3	3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	Not covered in <i>Reading Accelerator</i>
3	3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	Not covered in Reading Accelerator
3	3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
3	Speaking and Listening	Presentation of Knowledge and Ideas	
3	3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Not covered in <i>Reading Accelerator</i>
3	3.SL.PKI.5	Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.	Not covered in Reading Accelerator
3	3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary.
3	Writing	Research to Build and Present Knowledge	
3	3.W.RBPK.7	Conduct short research projects that build general knowledge about a topic.	Not covered in Reading Accelerator
3		Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.	<i>Reading Accelerator</i> lessons 42-48, 51-53
3	3.W.RBPK.8	Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.	Reading Accelerator lessons 42-48, 51-53
3	3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.	Reading Accelerator lessons 42-48, 51-53
3	Writing	Range of Writing	
3	3.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline- specific tasks, purposes, and audiences; promote writing fluency.	Reading Accelerator lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
4	Foundational Literacy	Phonics and Word Recognition	
4	4.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
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.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
4	Foundational Literacy	Word Composition	
4	4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
4	4.FL.WC.4.a	Spell grade-appropriate words correctly, consulting references as needed.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
4	4.FL.WC.4.b	Write legibly in manuscript and cursive.	Printing is reinforced in every <i>Reading</i> <i>Accelerator</i> lesson; the program does not cover cursive writing
4	Foundational Literacy	Fluency	
4	4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
4	4.FL.F.5.a	Read grade-level text with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
4	4.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
4	4.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
4	Foundational Literacy	Sentence Composition	
4	4.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.a	Use relative pronouns and relative adverbs.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.b	Form and use progressive verb tenses.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
4	Foundational Literacy	Sentence Composition	
4	4.FL.SC.6.c	Use auxiliary verbs, such as can, may, and must, to clarify meaning.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.d	Form and use prepositional phrases.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.e	Produce complete sentences; recognize and correct inappropriate fragments and run-ons.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.f	Use correct capitalization.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.g	Use commas and quotation marks to mark direct speech and quotations from a text.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.h	Use a comma before a coordinating conjunction in a compound sentence.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
4	4.FL.SC.6.i	Write several cohesive paragraphs on a topic.	Not covered in Reading Accelerator
4	Foundational Literacy	Vocabulary Acquisition	
4	4.FL.VA.7.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.

Grade	Standard Code	Statement	Reading Accelerator
4	Foundational Literacy	Vocabulary Acquisition	
4	4.FL.VA.7.a.i	Use context as a clue to the meaning of a word or phrase.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
4	4.FL.VA.7.a.iii	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Not covered in <i>Reading Accelerator</i>
4	4.FL.VA.7.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Reading Accelerator, lessons 9, 25, 41, 45
4	4.FL.VA.7.b.i	Explain the meaning of simple similes and metaphors in context.	Reading Accelerator, lessons 9, 25
4	4.FL.VA.7.b.ii	Recognize and explain the meaning of common idioms and proverbs.	Reading Accelerator, lessons 20, 43, 45, 46
4	4.FL.VA.7.b.iii	Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.	Not covered in <i>Reading Accelerator</i>
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
4	Reading Literature	Key Ideas and Details	
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.	Reading Accelerator lessons 1-8, 10, 12, 14- 16, 19-21, 23-25, 27, 29, 32, 34, 37, 39, 41-42, 45, 47, 50-51, 53
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.	Reading Accelerator lessons 14, 32, 39, 50
4	4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	Reading Accelerator lessons 6, 27

Grade	Standard Code	Statement	Reading Accelerator
4	Reading Literature	Craft and Structure	
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.	Reading Accelerator lessons 9, 25, 41, 45
4	4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	Not covered in Reading Accelerator
4	4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.	Not covered in Reading Accelerator
4	Reading Literature	Range of Reading and Level of Text Complexity	
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.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
4	Reading Informational Text	Key Ideas and Details	
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.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54
4	4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54
4	4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	Reading Accelerator lessons 11, 13, 26, 30, 38, 44, 48, 49, 54
4	Reading Informational Text	Craft and Structure	
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.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
4	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	Reading Accelerator lessons 30, 31, 40, 48, 49
4	4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	Not covered in Reading Accelerator
4	Reading Informational Text	Integration of Knowledge and Ideas	
4	4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Not covered in <i>Reading Accelerator</i>
4	4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.	Reading Accelerator lessons 30, 31, 48
4	4.RI.IKI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Not covered in Reading Accelerator

Grade	Standard Code	Statement	Reading Accelerator
4	Reading Informational Text	Range of Reading and Level of Text Complexity	
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.	<i>Reading Accelerator</i> lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
4	Speaking and Listening	Comprehension and Collaboration	
4	4.SL.CC.1	Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
4	4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
4	4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.	Not covered in <i>Reading Accelerator</i>
4	Speaking and Listening	Presentation of Knowledge and Ideas	
4	4.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
4	4.SL.PKI.5	Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	Not covered in <i>Reading Accelerator</i>
4	4.SL.PKI.6	Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	Not covered in <i>Reading Accelerator</i>
4	Writing	Research to Build and Present Knowledge	
4	4.W.RBPK.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Not covered in <i>Reading Accelerator</i>
4	4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	Not covered in <i>Reading Accelerator</i>
4	4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	Reading Accelerator lessons 42-48, 51-53
4	Writing	Range of Writing	
4	4.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline- specific tasks, purposes, and audiences; promote writing fluency.	Reading Accelerator lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
5	Reading Literature	Key Ideas and Details	
5	5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Reading Accelerator</i> lessons 1-8, 10, 12, 14- 16, 19-21, 23-25, 27, 29, 32, 34, 37, 39, 41-42, 45, 47, 50-51, 53
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.	Reading Accelerator lessons 14, 32, 39, 50
5	5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	Reading Accelerator lessons 6, 27
5	Reading Literature	Craft and Structure	
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.	Reading Accelerator lessons 9, 25, 41, 45
5	5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	Not covered in <i>Reading Accelerator</i>
5	5.RL.CS.6	Describe how a narrator's or speaker's point of view influences how events are described.	Not covered in Reading Accelerator
5	Reading Literature	Range of Reading and Level of Text Complexity	
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.	Reading Accelerator lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
5	Reading Informational Text	Key Ideas and Details	
5	5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Not covered in <i>Reading Accelerator</i>
5	5.RI.KID.2	Determine the central idea of a text and explain how it is supported by key details; summarize the text.	<i>Reading Accelerator</i> , lessons 11, 13, 26, 35, 38, 44, 52, 54
5	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.	<i>Reading Accelerator</i> lessons 11, 13, 26, 30, 31, 35, 38, 44, 48, 49, 52, 54
5	Reading Informational Text	Craft and Structure	
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.	<i>Reading Accelerator</i> lessons 9, 18, 22, 28, 33, 43, 46
5	5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	Not covered in <i>Reading Accelerator</i>
5	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.	Not covered in <i>Reading Accelerator</i>

Grade	Standard Code	Statement	Reading Accelerator
5	Reading Informational Text	Integration of Knowledge and Ideas	
5	5.RI.IKI.7	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	Not covered in <i>Reading Accelerator</i>
5	5.RI.IKI.8	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	Reading Accelerator lessons 30, 31, 48
5	5.RI.IKI.9	Integrate information from two or more texts on the same topic in order to build content knowledge.	Not covered in <i>Reading Accelerator</i>
5	Reading Informational Text	Range of Reading and Level of Text Complexity	
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.	<i>Reading Accelerator</i> lessons 9, 11, 13, 17, 18, 22, 26, 28, 30, 31, 33, 35, 36, 38, 40, 43, 44, 46, 48, 49, 52, 54
5	Speaking and Listening	Comprehension and Collaboration	
5	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
5	5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
5	5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	The comprehension questions and graphic organizer found in every <i>Reading</i> <i>Accelerator</i> "B" lesson require students to gather information from the decodable passage to answer questions.
5	Writing	Research to Build and Present Knowledge	
5	5.W.RBPK.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.	Not covered in <i>Reading Accelerator</i>
5	5.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	Reading Accelerator lessons 42-48, 51-53
5	5.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	Reading Accelerator lessons 42-48, 51-53
5	Writing	Range of Writing	
5	5.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline- specific tasks, purposes, and audiences; promote writing fluency.	Reading Accelerator lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
5	Foundational Literacy	Phonics and Word Recognition	
5	5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
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.	<i>Reading Accelerator</i> , all lessons, Step 2: Rapid Round and Step 5: Time for Texts
5	Foundational Literacy	Word Composition	
5	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
5	5.FL.WC.4.a	Spell grade-appropriate words correctly, consulting references as needed.	<i>Reading Accelerator</i> , all lessons, Step 3: Break and Build and Step 4: Push a Pencil
5	5.FL.WC.4.b	Write legibly in manuscript and cursive.	Printing is reinforced in every <i>Reading</i> <i>Accelerator</i> lesson; the program does not cover cursive writing
5	Foundational Literacy	Fluency	
5	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
5	5.FL.F.5.a	Read grade-level text with purpose and understanding.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
5	5.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
5	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<i>Reading Accelerator</i> , all lessons, Step 5: Time for Texts
5	Foundational Literacy	Sentence Composition	
5	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.a	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.	Not covered in <i>Reading Accelerator</i>
5	5.FL.SC.6.b	Form and use the perfect verb tense.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53

Grade	Standard Code	Statement	Reading Accelerator
5	Foundational Literacy	Sentence Composition	
5	5.FL.SC.6.c	Use verb tense to convey various times, sequences, states, and conditions.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.d	Recognize and correct inappropriate shifts in verb tense.	Not covered in <i>Reading Accelerator</i>
5	5.FL.SC.6.e	Use correlative conjunctions.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.f	Use punctuation to separate items in a series.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.g	Use a comma to separate an introductory element from the rest of the sentence.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.h	Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.i	Use underlining, quotation marks, or italics to indicate titles of works.	Speaking: The Curriculum Connection and Extension feature in each <i>Reading</i> <i>Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages student conversation. Writing: <i>Reading</i> <i>Accelerator</i> lessons 42-48, 51-53
5	5.FL.SC.6.j	Write multiple cohesive paragraphs on a topic.	Not covered in Reading Accelerator
5	Foundational Literacy	Vocabulary Acquisition	
5	5.FL.VA.7.a	Use context as a clue to the meaning of a word or phrase.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.

Grade	Standard Code	Statement	Reading Accelerator
5	Foundational Literacy	Vocabulary Acquisition	
5	5.FL.VA.7.a.i	Use context as a clue to the meaning of a word or phrase.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.
5	5.FL.VA.7.a.iii	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Not covered in <i>Reading Accelerator</i>
5	5.FL.VA.7.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Reading Accelerator, lessons 9, 25, 41, 45
5	5.FL.VA.7.b.i	Interpret figurative language, including similes and metaphors, in context.	Reading Accelerator, lessons 9, 25
5	5.FL.VA.7.b.ii	Recognize and explain the meaning of common idioms and proverbs.	Reading Accelerator, lessons 20, 43, 45, 46
5	5.FL.VA.7.b.iii	Use the relationship between particular words to better understand each of the words.	Not covered in Reading Accelerator
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.	The Curriculum Connection and Extension feature in each <i>Reading Accelerator</i> "B" lesson contains a teacher read-aloud passage that encourages conversation with students that expands students' background knowledge and vocabulary. Decodable passages in every lesson allow students to practice determining and clarifying the meanings of words.

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