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<tr>
<th>Step Forward Student Book Introductory Level</th>
<th>College and Career Readiness Standards</th>
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| Pre-unit: The First Step                    | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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. |
| Unit 1: Please Spell That                   | SL.2.A 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.  
RF.3.A Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.  
L.2.A Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| Lesson 1                                    | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Lesson 2                                    | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). g. Use frequently occurring nouns and verbs. |
| Lesson 3                                    | SL.2.A 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.  
SL.3.A Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
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| Lesson 3 | L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring nouns and verbs.  
Sl.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
Sl.2.A Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details. |
| Lesson 4 | RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Count, pronounce, blend, and segment syllables in spoken words.  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly.  
Produce complete sentences when appropriate to task and situation. |
| Lesson 5 | R.1.A Ask and answer questions about key details in a text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| Teamwork & Language Review | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly.  
Produce complete sentences when appropriate to task and situation.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| Unit 3: What Time Is It? | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  
SL.2.A 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. |
| Lesson 2 | R.1.A Ask and answer questions about key details in a text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.2.A 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. |
| Lesson 3 | L.1.A Demonstrate command of conventions of standard English grammar and usage when writing or speaking.  
f. Use frequently occurring adjectives.  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 4 | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
RF.3.A Know and apply grade-level phonics and word analysis skills in decoding words.  
i. Read words with inflectional endings. |
| Lesson 5 | SL.2.A 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.  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  
R.1.A Ask and answer questions about key details in a text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| Teamwork & Language Review | SL.2.A 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.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
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Produce complete sentences when appropriate to task and situation.  
R.1.A Ask and answer questions about key details in a text.  
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L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| **Lesson 2** | R.1.A Ask and answer questions about key details in a text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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. |
| Lesson 3 | L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Use frequently occurring prepositions (e.g., *during, beyond, toward*).  
R.1.A Ask and answer questions about key details in a text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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. |
| Lesson 4 | RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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. |
| Lesson 5 | R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.2.A 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.  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |
| Teamwork & Language Review | R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly.  
Produce complete sentences when appropriate to task and situation.  
L.1.A Demonstrate command of the conventions of standard English grammar usage when writing and speaking.  
k. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |
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<tr>
<td>Unit 5: How Much Is It?</td>
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| Lesson 1 | SL.2.A 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.  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
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| Lesson 3 | L.1.A Demonstrate command of the conventions of standard English grammar usage when writing or speaking.  
i. Use determiners (e.g., articles, demonstratives).  
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| Lesson 4 | RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
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| Lesson 5 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| Teamwork & Language Review | R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly.  
Produce complete sentences when appropriate to task and situation. |
| Unit 6: That’s My Son | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |
| Lesson 2 | R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |
| --- | --- |
| Lesson 3 | L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my, they, them, their, anyone, everything*).  
e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday* I walked home; *Today* I walk home; *Tomorrow* I will walk home.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 4 | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
e. Orally produce single-syllable words by blending sounds (phonemes), including consonant sounds. |
| Lesson 5 | R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |
| Teamwork & Language Review | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
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SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. |
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| Unit 7: Do You Need Apples? | Lesson 1 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 2 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation.  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
<p>| Lesson 3 | L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. SL.2.A 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. |
| Lesson 4 | RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 5 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). R.1.A Ask and answer questions about key details in the text. R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). SL.2.A 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. |
| Teamwork &amp; Language Review | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. |</p>
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| L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.2.A 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. |
| **Lesson 2**              |
| R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.2.A 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. |
| **Lesson**                |
| L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*.).  
g. Use frequently occurring nouns and verbs.  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| **Lesson 4**              |
| SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| **Lesson 5**              |
| R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |
## Teamwork & Language Review

L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).

SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.

SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation.

## Unit 9: What Size?

### Lesson 1

L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.

### Lesson 2

L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

R.1.A Ask and answer questions about key details in the text.

R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).

SL.2.A 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.

### Lesson 3

L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.

SL.3.A Ask and answer questions in order to see help, get information, or clarify something that is not understood.
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<th>Language Skills</th>
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| Lesson 4 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Lesson 5 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| Teamwork & Language Review | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. |
| Unit 10: This Is My Home | |
| Lesson 1 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 2          | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
|                  | R.1.A Ask and answer questions about key details in the text.
|                  | R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).
|                  | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.
|                  | SL.2.A 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. |
| Lesson 3        | L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. f. Use frequently occurring adjectives. j. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
|                  | R.1.A Ask and answer questions about key details in the text.
|                  | R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).
|                  | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 4        | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.
|                  | SL.2.A 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.
|                  | RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Lesson 5        | R.1.A Ask and answer questions about key details in the text.
|                  | R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).
|                  | SL.2.A 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. |
| Teamwork & Language Review | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly.  
Produce complete sentences when appropriate to task and situation. |
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| **Unit 11: Where’s the Bank?** | **Lesson 1**  
L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| **Lesson 2** | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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. |
| Lesson 3 | L.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). k. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. R.1.A Ask and answer questions about key details in the text. R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| Lesson 4 | SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. SL.2.A 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. RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Lesson 5: | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). R.1.A Ask and answer questions about key details in the text. R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. |
| Teamwork & Language Review | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. |
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| Unit 12: Yes, I Can! | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 1 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. |
| Lesson 2 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. |
| Lesson 3 | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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. |
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| Lesson 4 | R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.2.A 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.  
RF.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Lesson 5: | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  
R.1.A Ask and answer questions about key details in the text.  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). |
| Teamwork & Language Review | L.6.A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  
R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).  
SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups.  
SL.4.A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6.A Speak audibly and express thoughts, feelings, and ideas clearly. |