Charles and Chill	Benchmark			Unit	1	T	Unit 2	2	L	Jnit 3		U	Jnit 4		Uni	it 5		Uni	t 6		Unit 7	,	ı	Unit 8	,	U	nit 9	\top	Uni	it 10	_
Strategy/Skill	Workshop	Strategy/Skill	ī	I	I	L	L	L	ı	ı	ı	L	L	L	I	L		. L	. 1	I	L	L	I	L	T	ı	LI	. 1		1	L
Category	Module		W1	. W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3 W	′1 W	′2 W	/3 W	′1 W	2 W	3 W1	W2	W3	W1	W2	W3	W1 '	W2 W	/3 W	/1 V	V2 W	N3
CONCEPTS ABOUT	Reader's Workshop	Match Spoken Word to Written Word	•																												
PRINT	(Shared Reading)	Directionality: Return Sweep	•		•										•	,			•						•						
		Uppercase Letters														•	,														
		Directionality of Print			•																						• •	,			
		End Punctuation		•		•	•	•	•	•	•				,					•		•		•		•	•				•
		Capitalization				•			•	•	•		•					•	,				•	•						•	-
		Punctuation in Context (dashes, commas, quotation marks, colons, ellipses, quotation																													
		marks)				•						•	•	•			¹	•	•		•		•	, 1	•			•	' '	• •	•
		Recognize Contractions																									•	•			
		Italicized Text		•																		•									
PHONOLOGICAL	Phonics & Word Study	Recognize and Produce Rhyme	•		•	•	•				•																				
AWARENESS	Workshop	Dinstinguish long from short vowel sounds															•	•	•	•	•	•									
		Phoneme Blending	•	•	•	•	•	•	•	•	•	•	•	•	•	. •	•	•	•	•	•	•	•	•	•	•	• •	•	• (•	•
		Phoneme Isolation																		•		•			\Box		• •	,	\top	1	•
		Phoneme Categorization		•	+	+-	†	•	•	•	•		•		,	, ,	,	٠.	,	•	•		\vdash		\sqcap	•	•	+.	•	• (•
		Phoneme Addition		†	+	+-	†		-	-	-		•	•	+	+		\top		Ť	Ť		\vdash		\sqcap	-		一	一	+	<u> </u>
		Phoneme Substitution				+-	1	•	•	•		•				, ,	,	_					•	•	•		٠,	\pm	+	+	—
		Phoneme Identification				+-	1					•		•									•		•		Ť	+	+	+	—
		Phoneme Segmentation		•	•	•	•					-	-			-	-		-		•	•		<u> </u>	-	•	 ,		\pm	•	—
		Thorems segmentation				Ť																									
PHONICS & HIGH-	Phonics & Word Study	Short a	-	•	*	*	*	*	*	*	*	*	*	* ;	< *	k >	k >	k *	*	*	*	*	*	*	*	*	* *	* *	* ;	* *	*
FREQUENCY WORD	Workshop	Short i		•	•	*	*	*	*	*	*	*	*	* :	< *	k ×	k >	k *	*	*	*	*	*	*	*	*	* *	* *	* ;	* *	*
KNOWLEDGE	Workshop	Short o			•	+	*	*	*	*	*	*	*	* :	< *	k ×	k >	k *	*	*	*	*	*	*	*	*	* *	* *	* ;	* *	*
		Short e			Ť	•	•	*	*	*	*	*	*	* :	< *	k ×	k >	k *	*	*	*	*	*	*	*	*	* *	* *	* ;	* *	*
		Short u				Ť	•	•	*	*	*	*	*	* :	_	k ×	k >	k *	*	*	*	*	*	*	*	*	* *	* *	* ;	* *	*
		I-Blends		1	1	+			•	*	*	*	*	* :	< *	k >	k >	k *	* *	*	*	*	*	*	*	*	* *	* *	* :	* *	*
		r-blends				+-			•	•	*	*	*	* :	< *	k ×	k >	k *	*	-	*	*	*	*	*	*	* *	* *	* ;	* *	*
		s-blends		1	1	+	1		1	•	•	*	*	* :	< *	k >	k >	k *	* *	*	*	*	*	*	*	*	* *	k *	* :	* *	*
		Final consonant blends		1	1	+	1				•	•	*	* :	< *	k >	k >	k *	* *	*	*	*	*	*	*	*	* *	k *	* :	* *	*
		Consonant Digraphs th, sh, ng		1	1	+	1			1		•	•	* :	* *	k >	k >	k *	* *	*	*	*	*	*	*	*	* *	k *	* :	* *	*
		Consonant Digraphs ch, tch, wh				+							•	• ;	* *	k >	k >	k *	: *	*	*	*	*	*	*	*	* *	k *	* ;	* *	*
		Three-Letter Blends		1	1	+	1			1				•	_	k >	k >	k *	* *	*	*	*	*	*	*	*	* *	k *	* :	* *	*
		Long a (final -e)				+) ×	k >	k *	: *	*	*	*	*	*	*	*	* *	k *	* ;	* *	*
		Long o (final -e)		1	1	+	1			1					_	•	>	k *	* *	-	_	*	*	*	*	*	* *	k *	* :	* *	*
		Soft c, g				+												*	: *	*	*	*	*	*	*	*	* *	k *	* ;	* *	*
		Long i (final -e)				+													*	*	*	*	*	*	*	*	* *	k *		* *	*
		Long e (final -e)				+												•	•	*	*	*	*	*	*	*	* *	k *	* ;	* *	*
		Long u (final -e)				+												•		_	*	*	*	*	*	*	* *	k *	* ;	* *	*
		Long a Spellings (a, ai, ay)				+													•	•	*	*	*	*	*	*	* *	k *	* ;	* *	*
		Long o Spellings (o, oa, ow, oe)				+														•	+	*	*	*	*	*	* *	k *	* ;	* *	*
		Long e Spellings (e, ee, ea, ie)		1	1	+	1			1						-	1		-		•	•	*	*	*	*	* *	k *	_	_	*
		Long i Spellings				+																•	•	*	*	*	* *	k *	* ;	* *	*
		r-Controlled Vowel /ar/		1	1	\top	1									_		\neg	_				•	•	*		* *	* *	* ;	* *	*
		r-Controlled Vowel /or/	_	1	1	T	1									\top	1	\top			1			•	•	*	* *	k *	k ;	* *	*
		r-Controlled Vowel /ur/	_	1	1	T	1						·		_		+	\neg							-	•	* *	* *	* ;	* *	*
		/ou/ (house, clown)		1		\top	1			- 1					1	\dashv	\dashv	\neg			1				\sqcap		• *	* *	* ;	* *	*
		Vowel Diphthongs /oi/ (join, boy)	1	1	1	T	1	\Box			$\neg \dagger$				1		\top				1		\Box		一十		• •	*	* ;	* *	*
	1		1	+	1	+-	1	 					_		+			-1-	+	1	1		\vdash		$\overline{}$		$\overline{}$		• *	* *	*
		/oo/, /oo/ (broom, book)							Į.		ļ												1 1	, ,	1 1	1	•	•	- 1		

Stratogy/Skill	Benchmark		ı	Unit 1		U	nit 2		Unit 3	3	ι	Jnit 4		Unit	5	U	Jnit 6		Ur	it 7		Unit	8	l	Unit 9		Ur	nit 10	
CTF STAIRU/CVIII		Variant Vowels aw, au, augh, al																										•	•
		Long e (y, ey)																											•
		s /z/	*																										
		Digraph ck/k/	*																										
		Plural Nouns (-s)		*																									
		Double Final Consonants			*																								
		Word Families -op, -og, -ot				*																							
		Inflectional Ending -s					*																						
		Word Families -ob, -ot, -ock						*																					
		Word Families -im, -ill, -ick						*																					
		contractions ('s)							*																				
		inflectional endings (-ed, no spelling changes)								*																			
		Inflectional Ending -ing									*							1								\top	\top	\top	_
		Closed Syllables										*														$\neg \vdash$	\dashv	\dashv	_
		Plural Ending -es											*		1							1				+	十	+	
		Word Families -ame, -ake												*												+	+	+	_
		Word Families -ope, -ape					\dashv						-+	*			+			_		†			+	+	+	+	
	1	Contractions with "not"			\vdash	-+	\dashv	-	+	 	\vdash		-+		*		\dashv			\dashv	+	+	+		+	+	+	+	
		VCe Syllables					-								-	*	-								. 	+	+	+	_
		Inflectional Endings (drop final -e)														4	*									+	+	+	
		Inflectional Endings (drop final -e)															π	*								+	+	+	_
														-	+			*	Ψ.			1	1			+	+	+	
		Word Families -ail, -ain, -ay																	*	*					. 	+	+	+	_
		Prefixes un- and re-																		*						+	+	+	
		Open Syllables																		K						+	+	+	_
		Compound Words						_												_	*	1				-	+	+	
		Word Families -orn, ore, oar																				*				+	+	\dashv	
		r-Controlled Syllables				_	_																*			+	+	\dashv	
		Comparative Inflectional Endings: -er, -est																						*			—	_	
		Suffix-ly																							*		_	_	
		Vowel Team Syllables																								*			
		Word Families -oon, -ool																								ş	*		
		Suffixes -ful, -less																										*	
		Consonant -le Syllables																							1				*
		Recognize and read grade-appropriate high-frequency words	•	•	•	•	•	•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Decode grade-level text with purpose and understanding	•	•	•	•	•	• •	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PHONICS & HIGH-	Reader's Workshop	Review Initial Consonants	•																						1				
FREQUENCY WORDS:	(Shared Reading	Words with short i		•	•	•																							
REVIEW IN CONTEXT	Lessons)	Words with short a		•		•																							
		Words with short o			•																								_
		Words with short u					•																						_
		Words with short e																								$\neg \vdash$	十	\neg	_
		Words with short vowels						•							•										•	$\neg \vdash$	\dashv	\dashv	_
		Words with r-blends						•																		-	十	\dashv	
		Words with s-blends							•						+		-						1			+	十	十	
		Words with final consonant blends								•				•	+		-						1			+	十	十	_
	1	Words with Consonant Digraphs					\dashv		+	Ť	•		-+	+			•	+			+	1	+		+	+	+	+	
		Words with initial I-blends			\vdash	-+	\dashv	_	+	 	•	-	-+	-+			- 			-	+	1	+	+	+	+	+	+	_
		Words with Three-Letter Blends				-	\dashv	-			•		•	+			\dashv					1	+			+	+	+	_
	1						\dashv		+	1	╁			• •		•	•	•	•	.	+	•	•	•		+	+	+	•
		Words with Long Vowel Sound-Spellings					\dashv			-	\vdash		-+	•	+		•	•	•	- •		+•	+	•	+	•	+	+	_
		Words with Final Trigraph -ght					\dashv								•		\dashv			-		1				+	+	+	
	I	Words with r-controlled vowels								<u> </u>	Щ]					•	•	•		<u></u>	<u> </u>	上		

a /a	Benchmark			Unit 1		U	nit 2		Unit	: 3	1	Unit 4	ı	Un	it 5		Unit 6	5	Ur	it 7		Unit	8	1	Unit 9	\Box	Ur	it 10
Ctratemy/Chill		Words with /ou/																						•			•	•
		Words with /oi/																							•			
		Words with Silent Letters																									•	
		Recognize High-Frrequency Words in Context	•	•	•	•	•	• •	•	•	•	•	•	• (•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Read grade-level text with purpose and understanding	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Expression		•	•	•	•	•		•		•	•					•		•	•		•			•	•	
	Reader's Workshop	Inflection/Intonation/Volume		•		•		•)						•				•			•						•
FLUENCY	(Shared Reading	Pauses	•						•		•			•		•				•	•	•		•	•		•	
LOLIVET	Lessons)	Phrasing	•					•								•	•						•		•	•		•
		Rhythm									•																	
		Speed and Pacing											•	•	•		•		•		•	•		•			•	
		Self-Correct for Accuracy			•				•								•			•	•							•
METACOGNITION &	Reader's Workshop	Ask Questions	•	•	•																		<u> </u>				•	
MONITORING	(Shared Reading and	Create Mental Images				•	•	•													•	•	•					
STRATEGIES	Reading Mini-	Draw Inferences								•	•	•	•											•	•	•		
	Lessons)	Make Connections														•	•	•										•
		Summarize and Synthesize												•	•						•	•	•					
		Determine Text Importance						•	•	•														•	•	•		
		Apply a Variety of Metacognitive Strategies																										
		Use Fix-Up Strategies			•				•								•		•	•								
		Informational Text	•					•	,	•				•	•				•		•		•	•		•	•	•
		Personal Narrative			•																							
		Fiction: Fantasy				•					•		•			•	•			•								
		Fiction: Realistic					•					•			•							•			•			
	Reader's Workshop	Fiction: Folktale						•																				
GENRE KNOWLEDGE	(Reading Mini-	Fiction: Sci-Fi																			•							
	Lessons)	Biography							•																			
		Opinion Text																•										
		Drama																		•	•							
		Poetry	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
																										\bot	$oldsymbol{\perp}$	$oldsymbol{\perp}$
																										4	4	4
		Ask and Answer Questions about Key Details (Using Text Evidence)				•	•	•	_	4	•	•	•		•	•	•			• •	<u> </u>	•			•	_	+	
		Retell Important Details					•	•		_	•											+				_	+	+
		Determine Theme (Central Message)								_	+	•				•	•					+				_	+	+
		Identify and Describe Characters				•	•	•		-	•									•		-				_	+	+
		Identify and Describe Setting								-					•	+				•	_					<u> </u>	+	
		Identify and Describe Story Events								_	_				•	•	•					_				_	+	+
		Explain Differences Between Stories and Informational Texts								_	_											•	+		•	_	+	+
		Identify Who is Telling the Story/Speaking in a Drama								-	•	•	•						-		·	•	_		•	_	+	
	Reader's Workshop	Use Illustrations and Details to Describe Characters, Setting, or Events								+	+					-	•			•		•			•	-	+	-
COMPREHENSION	(Reading Mini-	Compare and Contrast the Adventures and Experiences of Characters					•	•		+	-	•	•									-				—	+	+
STRATEGIES	Lessons)	Ask and answer questions about key details in a text	•	•				-	•				\vdash	• •			 	•	•	_	•	+	•	•		•	•	•
		Recognize Central Idea (Main Topic) and Supporting Evidence	•		•			- •	•	•	+		\vdash		_		 			_	•	+	1			+	+	+
		Describe the Connection Between Two Individuals, Events, I deas, or Pieces of Information		•	•														•				•			•	•	•
		(Text Structure)				\dashv	_			+	+-	1	\vdash				1			_	_	+-	1			+	+	+
		Determine the Meaning of Words and Phrases in a Text					_			-	+	1			_		1					+				+	+	+
		Know and Use Text and Graphic Features	1	•				-+	_	+	+		\vdash	• •		-	-			+	•	+	•	•			•	•
	1	Distinguish Between Information Provided by Pictures and Text						•)	•													<u> </u>					

Stratogy/Skill	Benchmark		\Box	Unit	1	T	Unit	2		Unit 3		ι	Jnit 4		U	nit 5		Uı	nit 6		Unit	7	T	Unit 8	;		Unit 9		U	nit 10	
Ctratam/CVIII		Use Illustrations and Details to Describe Key Ideas																								•		•			
		Identify the Reasons an Author Gives to Support Points																	•												
		Identify Similarities In and Differences Between Two Texts on the Same Topic		•		oxdot				•					•	•														•	
						4																					igoplus				
		Use Context as a Clue to the Meaning of Multiple-Meaning Words	—		_	—				•													\bot	ш	igspace	•	\longrightarrow	•	•	•	•
		Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	•				•		•			•		•						•		•	<u> </u>	$ldsymbol{ld}}}}}}} \ldgroup } } } }$	oxdot	Ш					
		Use Affixes as a Clue to Word Meaning															•							•	•						•
VOCABULARY	Reader's Workshop	Identify Root Words and Their Inflectional Forms															•							•	•		•				•
STRATEGIES	neader 3 Workshop	Sort Words into Categories		•	•						•	•	•			•					•										
		Make Connections Between Words and Their Use							•		•							•	•				•								
		Identify Shades of Meaning Among Verbs or Adjectives				•		•												•									•		
		Use a Picture Dictionary													•	•										•					
		Engage Effectively in Whole-Class, Small-Group, and Partner					•				•	•						•								۱. ا	.				•
		Discussions							_		•						•														
SPEAKING & LISTENING	Reader's Workshop	Ask and Answer Questions about Key Details in a Text Read Aloud	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•
SFLAKING & LISTLINING	i neader 3 Workshop	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•
		Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts, and Feelings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•
		Speak in Complete Sentences When Appropriate to Task and Situation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•