Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards for Informational Text RI.2.	Key Ideas and Details	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Beginning in Unit 5, Lesson 1, the teacher can ask optional comprehension questions to demonstrate understanding. (Example: Unit 5, Lesson 1, p. 218) Beginning in Unit 21, Lesson 2, comprehension questions that demonstrate understanding are a part of the expected procedure. (Example: Unit 21, Lesson 2, p. 6)
Reading Standards: Foundational Skills RF.2.	Phonics and Word Recognition	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Unit 5, Lesson 3, p. 232 - Students differentiate between Closed Syllables with short vowels and Open Syllables with long vowels in single-syllable words. First, they read and sort them, and then they build/spell them with letter tiles. Unit 5, Lesson 5, p. 254 - Students Sort one- and two-syllable words by their syllable type and vowel sound. They also read short phrases and sentences with one- and two-syllable words having both long and short vowels. Unit 7, Lesson 3, p. 316 - Students sort single-syllable words with Closed, Open and Vowel-Consonant-e syllables, and then they build/spell words. They begin with a Closed Syllable word with a short vowel, and then add an -e at the end to create a VCE word with a long vowel. Unit 9, Lesson 3, p. 391 - Students learn the most common vowel team spellings for long e (ee, ea), long a (ai, ay), long i (igh), and long o (ow, oa) and apply that knowledge to reading one- and two-syllable words with those vowel teams. Unit 10, Lesson 3, p. 439 - Students learn additional vowel team spellings for long e (ie, ey) and apply that knowledge to reading one- and two-syllable words with those vowel teams.
Reading Standards: Foundational Skills RF.2.	Phonics and Word Recognition	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3.b. Know spelling-sound correspondences for additional common vowel teams.	Unit 15, Lesson 3, p. 170 - Students learn four spellings (oo, u, u-e, ew) for the sound /$\overline{oo}$/ as in 'ooze.' They read and dissect single-syllable and multisyllabic words with those spellings. Unit 16, Lesson 3, p. 206 - Students learn two spellings (oi, oy) for the sound /oi/ as in 'oink.' They read and dissect single-syllable and multisyllabic words with those spellings. Unit 17, Lesson 3, p. 242 - Students learn two spellings (ow, ou) for the sound /ou/ as in 'ouch.' They read and dissect single-syllable and multisyllabic words with those spellings. Unit 18, Lesson 3, p. 278 - Students learn 2 spellings (oo, u) for the sound /$\overline{oo}$/ as in 'book.' They read and dissect single-syllable and multisyllabic words with those spellings. Unit 19, Lesson 3, p. 316 - Students learn 2 spellings (aw, au) for the sound /aw/ as in 'awesome.' They read and dissect single-syllable and multisyllabic words with those spellings.

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF.2.	Phonics and Word Recognition	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3.c. Decode regularly spelled two-syllable words with long vowels.	Unit 5, Lesson 4, p. 244 - Students read two-syllable words with Closed and Open Syllables. They determind whether the vowel is long or short by the syllable type. They also sort words by syllable type: Closed Syllables Only with only short vowels or Open and Closed Syllables with long and short vowels. Lastly, they build/spell words with both Open and Closed Syllables with their letter tiles. Unit 5, Lesson 5, p. 254 - Students read two-syllable words with long and short vowels and segment the syllables. Students also sort one- and two-syllable words by their syllable type and vowel sound. They finally read short phrases and sentences with one- and two-syllable words having both long and short vowels. Unit 7, Lesson 4, p. 323 - Students read two-syllable words with Closed, Open and Vowel-Consonant-e syllables. Unit 9, Lesson 4, p. 360 - Students read two-, three-, and four-syllable words with the most common vowel team spellings for long e (ee, ea), long a (ai, ay), long i (igh), and long o (ow, oa). Unit 10, Lesson 3, p. 439 - Students read two-, three-, and four-syllable words with additional vowel team spellings for long e (ie, ey) and review words with previously learned vowel teams, short vowels in Closed Syllables, and long vowels in Open and VCE syllables.
Reading Standards: Foundational Skills RF.2.	Phonics and Word Recognition	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3.d. Decode words with common prefixes and suffixes.	Unit 25, Lessons 3-4, p. 183 - Students learn six consonant suffixes (-s, -less, -ness, -ment, -ful, -ly) and read 2-4-syllable words containing those suffixes. Unit 26, Lessons 3-4, p. 221 - Students learn eight vowel suffixes (-es, -ing, -er, -est, -ous, -y, -able, -ible) and read 2-4-syllable words containing those suffixes. Unit 27, Lesson 4, p. 270 - Students learn the three pronunciations for suffix -ed and apply that knowledge to reading 2-4-syllable words. Unit 28, Lessons 3-4, p. 292 - Students learn five prefixes (dis-, con-, un-, im-, in-) and read 2-4-syllable words containing those prefixes. Unit 29, Lessons 3-4, p. 324 - Students learn three additional prefixes (re-, pre-, pro-) and read 2-4-syllable words containing those prefixes.
Reading Standards: Foundational Skills RF.2.	Phonics and Word Recognition	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3.e. Identify words with inconsistent but common spelling-sound correspondences.	Unit 9, Lesson 3, p. 391 - Students use knowledge of spelling-sound correspondences to read words in isolation with the common vowel teams ee, ea, ai, ay. They learn that ee and ea both spell /ē/ and that ai and ay both spell /ā/. Unit 9, Lesson 4, p. 407 - Students use knowledge of spelling-sound correspondences to read words with the common vowel teams oa and ow. They learn that oa and ow both spell /ō/. Unit 15, Lesson 3, p. 170 - Students learn four spellings for the sound /o͞o/ as in 'ooze.' They read and dissect single-syllable and multisyllabic words with those spellings. Unit 16, Lesson 3, p. 206 - Students learn two spellings for the sound /oi/ as in 'oink.' They read and dissect single-syllable and multisyllabic words with those spellings. Unit 17, Lesson 3, p. 242 - Students learn two spellings for the sound /ou/ as in 'ouch.' They read and dissect single-syllable and multisyllabic words with those spellings.

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF.2.	Phonics and Word Recognition	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3.f. Recognize and read grade-appropriate irregularly spelled words.	Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students take turns reading a grade-appropriate, non-controlled text that includes irregularly spelled words. (Example: Unit 3, Lesson 1, p. 116) In each unit, in Lesson 5, students read phrases and sentences that include words that are decodable according to the Scope & Sequence AND high-frequency words according to the following guidelines. In Units 1-20, high-frequency words from the Dolch 220 Pre-Primer, Primer, and 1st Grade lists are utilized. All words from the Dolch 220 list are used in Units 21-33. (Example: Unit 1, Lesson 5, p. 55) In many units, in Lesson 5, there are extension activites that include reading words in sentences. These sentences include irregularly spelled high-frequency words. (Example: Unit 2, Lesson 5, p. 112)
Reading Standards: Foundational Skills RF.2.	Fluency	RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4.a. Read on-level text with purpose and understanding.	Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students take turns reading a grade-appropriate, non-controlled text that includes irregularly spelled words. (Example: Unit 3, Lesson 1, p. 116) Beginning in Unit 5, Lesson 1, the teacher can ask optional comprehension questions to demonstrate understanding. (Example: Unit 5, Lesson 1, p. 218) Beginnins in Unit 21, Lesson 2, comprehension questions that demonstrate understanding are a part of the expected procedure. (Example: Unit 21, Lesson 2, p. 6)
Reading Standards: Foundational Skills RF.2.	Fluency	RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Beginning in Unit 21, students orally read a passage in Lesson 1. Then, in Lesson 2, students read the same passage, giving them the opportunity to increase fluency on the second reading. (Examples: Unit 21, Lesson 2, p. 4; Unit 22, Lesson 2, p. 40; Unit 23, Lesson 2, p. 76)
Reading Standards: Foundational Skills RF.2.	Fluency	RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Beginning in Unit 1, students read words in short phrases and sentences and are encouraged to read carefully and accurately. If they do not self-correct based on context or recognition of a decoding error, they are given the chance to reread the phrase or sentence, correcting their own error. (Example: Unit 1, Lesson 5, p. 55) Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students are encouraged to read with 100% accuracy, but they are also told that they can self-correct if they notice an error in their reading. Self-corrections are not counted against them in this ORF activity as fluency is one of the goals that goes along with accurate decoding. (Example: Unit 3, Lesson 1, p. 116)

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF 3.3	Phonics and Word Recognition	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.	Unit 25, Lessons 3-4, p. 183 - Students learn the meanings of five derivational consonant suffixes (-less, -ness, -ment, -ful, -ly) and read 2-4-syllable words containing those suffixes. Unit 26, Lessons 3-4, p. 221 - Students learn the meaning of six derivational vowel suffixes (-er, -est, -ous, -y, -able, -ible) and read 2-4-syllable words containing those suffixes. Unit 28, Lessons 3-4, p. 292 - Students learn the meanings of five prefixes (dis-, con-, un-, im-, in-) and read 2-4-syllable words containing those prefixes. Unit 29, Lessons 3-4, p. 324 - Students learn the meanings of three additional prefixes (re-, pre-, pro-) and read 2-4-syllable words containing those prefixes.
Reading Standards: Foundational Skills RF 3.3	Phonics and Word Recognition	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3.B. Decode words with common Latin suffixes.	Unit 23, Lesson 3, p. 81 - Students learn to decode two-syllable words with the Latin suffixes -tion, -sion, -ture. Unit 23, Lesson 4, p. 106 - Students learn to decode three- and four-syllable words with the Latin suffixes -tion, -sion, -ture. Unit 23, Lesson 5, p. 136 - Students decode words with the Latin suffixes -tion, -sion, and -ture in isolation, in phrases and in sentences.
Reading Standards: Foundational Skills RF 3.3	Phonics and Word Recognition	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF3.3.C. Decode multisyllable words.	Unit 5, Lesson 4, p. 244 - Students read two-syllable words with Closed and Open Syllables. They determind whether the vowel is long or short by the syllable type. They also sort words by syllable type: Closed Syllables Only with only short vowels or Open and Closed Syllables with long and short vowels. Lastly, they build/spell words with both Open and Closed Syllables with their letter tiles. Unit 5, Lesson 5, p. 254 - Students read two-syllable words with long and short vowels and segment the syllables. Students also sort one- and two-syllable words by their syllable type and vowel sound. They finally read short phrases and sentences with one- and two-syllable words having both long and short vowels. Unit 7, Lesson 4, p. 323 - Students read two-syllable words with Closed, Open and Vowel-Consonant-e syllables. Unit 9, Lesson 4, p. 360 - Students read two-, three-, and four-syllable words with the most common vowel team spellings for long e (ee, ea), long a (ai, ay), long i (igh), and long o (ow, oa). Unit 10, Lesson 3, p. 439 - Students read two-, three-, and four-syllable words with additional vowel team spellings for long e (ie, ey) and review words with previously learned vowel teams, short vowels in Closed Syllables, and long vowels in Open and VCE syllables.

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF 3.3	Phonics and Word Recognition	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF3.3.D. Read grade-appropriate irregularly spelled words.	Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students take turns reading a grade-appropriate, non-controlled text that includes irregularly spelled words. (Example: Unit 3, Lesson 1, p. 116) In each unit, in Lesson 5, students read phrases and sentences that include words that are decodable according to the Scope & Sequence AND high-frequency words according to the following guidelines. In Units 1-20, high-frequency words from the Dolch 220 Pre-Primer, Primer, and 1st Grade lists are utilized. All words from the Dolch 220 list are used in Units 21-33. (Example: Unit 1, Lesson 5, p. 55) In many units, in Lesson 5, there are extension activites that include reading words in sentences. These sentences include irregularly spelled high-frequency words. (Example: Unit 2, Lesson 5, p. 112)
Reading Standards: Foundational Skills RF 3.3	Fluency	RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4.A. Read grade-level text with purpose and understanding.	Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students take turns reading a grade-appropriate, non-controlled text that includes irregularly spelled words. (Example: Unit 3, Lesson 1, p. 116) Beginning in Unit 5, Lesson 1, the teacher can ask optional comprehension questions to demonstrate understanding. (Example: Unit 5, Lesson 1, p. 218) Beginnins in Unit 21, Lesson 2, comprehension questions that demonstrate understanding are a part of the expected procedure. (Example: Unit 21, Lesson 2, p. 6)
Reading Standards: Foundational Skills RF 3.3	Fluency	RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Beginning in Unit 21, students orally read a passage in Lesson 1. Then, in Lesson 2, students read the same passage, giving them the opportunity to increase fluency on the second reading. (Examples: Unit 21, Lesson 2, p. 4; Unit 22, Lesson 2, p. 40; Unit 23, Lesson 2, p. 76)
Reading Standards: Foundational Skills RF 3.3	Fluency	RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Beginning in Unit 1, students read words in short phrases and sentences and are encouraged to read carefully and accurately. If they do not self-correct based on context or recognition of a decoding error, they are given the chance to reread the phrase or sentence, correcting their own error. (Example: Unit 1, Lesson 5, p. 55) Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students are encouraged to read with 100% accuracy, but they are also told that they can self-correct if they notice an error in their reading. Self-corrections are not counted against them in this ORF activity as fluency is one of the goals that goes along with accurate decoding. (Example: Unit 3, Lesson 1, p. 116)

CCSS ELA* (4th Grade) alignment to Really Great Reading's HD Word Program

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF 4.3	Phonics and Word Recognition	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	All units build on one another and utilize all previously learned concepts and skills. For example, in Unit 22, Lesson 4, p. 56, students decode 1-, 2-, 3- and 4-syllable words with Closed, Open, VCE, Vowel Team, R-Controlled, and Consonant-le Syllables. They are able to segment these words into syllables, identify the syllable type and use that knowledge to accurately read the vowel sounds in those words, leading them to blend the words accurately. In almost all Units, students decode those same types of words in the context of an expository passage in Lesson 1 and/or Lesson 2. In Unit 22, Lesson 5, p. 68, students decode those same types of words both in isolation and in the context of sentences. In Unit 30, Lesson 4, p. 368, students decode 1-, 2-, 3-, and 4-syllable words with all 6 syllable types, Latin suffixes, -ng and -nk chunks, inflectional and derivational suffixes, and prefixes. In Unit 30, Lesson 5, p. 380, students decode those same types of words both in isolation and in the context of sentences. In Unit 32, Lesson 3, p. 426, students learn that two vowels next to each other may spell their own sounds rather than being a team. They utilize their knowledge of the 6 syllable types to help them determine when vowels are split or acting in teams to accurately decode 2-syllable words. In Unit 32, Lesson 4, p. 438, they do the same with 3- and 4-syllable words.
Reading Standards: Foundational Skills RF 4.3	Fluency	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4.A. Read grade-level text with purpose and understanding.	Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students take turns reading a grade-appropriate, non-controlled text that includes irregularly spelled words. (Example: Unit 3, Lesson 1, p. 116) Beginning in Unit 5, Lesson 1, the teacher can ask optional comprehension questions to demonstrate understanding. (Example: Unit 5, Lesson 1, p. 218) Beginnins in Unit 21, Lesson 2, comprehension questions that demonstrate understanding are a part of the expected procedure. (Example: Unit 21, Lesson 2, p. 6)

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF 4.3	Fluency	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Beginning in Unit 21, students orally read a passage in Lesson 1. Then, in Lesson 2, students read the same passage, giving them the opportunity to increase fluency on the second reading. (Examples: Unit 21, Lesson 2, p. 4; Unit 22, Lesson 2, p. 40; Unit 23, Lesson 2, p. 76)
Reading Standards: Foundational Skills RF 4.3	Fluency	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Beginning in Unit 1, students read words in short phrases and sentences and are encouraged to read carefully and accurately. If they do not self-correct based on context or recognition of a decoding error, they are given the chance to reread the phrase or sentence, correcting their own error. (Example: Unit 1, Lesson 5, p. 55) Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students are encouraged to read with 100% accuracy, but they are also told that they can self-correct if they notice an error in their reading. Self-corrections are not counted against them in this ORF activity as fluency is one of the goals that goes along with accurate decoding. (Example: Unit 3, Lesson 1, p. 116)

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF 5.3	Phonics and Word Recognition	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	All units build on one another and utilize all previously learned concepts and skills. For example, in Unit 22, Lesson 4, p. 56, students decode 1-, 2-, 3- and 4-syllable words with Closed, Open, VCE, Vowel Team, R-Controlled, and Consonant-le Syllables. They are able to segment these words into syllables, identify the syllable type and use that knowledge to accurately read the vowel sounds in those words, leading them to blend the words accurately. In almost all Units, students decode those same types of words in the context of an expository passage in Lesson 1 and/or Lesson 2. In Unit 22, Lesson 5, p. 68, students decode those same types of words both in isolation and in the context of sentences. In Unit 30, Lesson 4, p. 368, students decode 1-, 2-, 3-, and 4-syllable words with all 6 syllable types, Latin suffixes, -ng and -nk chunks, inflectional and derivational suffixes, and prefixes. In Unit 30, Lesson 5, p. 380, students decode those same types of words both in isolation and in the context of sentences. In Unit 32, Lesson 3, p. 426, students learn that two vowels next to each other may spell their own sounds rather than being a team. They utilize their knowledge of the 6 syllable types to help them determine when vowels are split or acting in teams to accurately decode 2-syllable words. In Unit 32, Lesson 4, p. 438, they do the same with 3- and 4-syllable words.
Reading Standards: Foundational Skills RF 5.3	Fluency	RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	RF.5.4.A. Read grade-level text with purpose and understanding.	Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students take turns reading a grade-appropriate, non-controlled text that includes irregularly spelled words. (Example: Unit 3, Lesson 1, p. 116) Beginning in Unit 5, Lesson 1, the teacher can ask optional comprehension questions to demonstrate understanding. (Example: Unit 5, Lesson 1, p. 218) Beginnins in Unit 21, Lesson 2, comprehension questions that demonstrate understanding are a part of the expected procedure. (Example: Unit 21, Lesson 2, p. 6)
Reading Standards: Foundational Skills RF 5.3	Fluency	RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Beginning in Unit 21, students orally read a passage in Lesson 1. Then, in Lesson 2, students read the same passage, giving them the opportunity to increase fluency on the second reading. (Examples: Unit 21, Lesson 2, p. 4; Unit 22, Lesson 2, p. 40; Unit 23, Lesson 2, p. 76)

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF 5.3	Fluency	RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Beginning in Unit 1, students read words in short phrases and sentences and are encouraged to read carefully and accurately. If they do not self-correct based on context or recognition of a decoding error, they are given the chance to reread the phrase or sentence, correcting their own error. (Example: Unit 1, Lesson 5, p. 55) Beginning in Unit 3, Lesson 1 of each unit consists of oral reading practice. Students are encouraged to read with 100% accuracy, but they are also told that they can self-correct if they notice an error in their reading. Self-corrections are not counted against them in this ORF activity as fluency is one of the goals that goes along with accurate decoding. (Example: Unit 3, Lesson 1, p. 116)