

# Alabama Course of Study: English Language Arts

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Correlations for BrightFish Reading to Alabama  
ELA Standards for Elementary Schools, Grades 2-5



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## Alabama Standards for ELA – Grade 2 Correlations

N/A = Not Applicable.

### RL.2.1-2.10: Reading Standards for Literature

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
<b>RL.2.1</b>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>a. Infer the main idea and supporting details in narrative texts.</p>	<p>Grade 2 Fiction Stories (300L-540L): Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip.</p> <p>Comprehension: During Reading – Facts and Details 1, 2, 3;</p> <p>2.1a) Post Reading main idea and supporting details.</p>
<b>RL.2.2</b>	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>All Grade 2 Fiction Stories.</p> <p>Comprehension Post-Reading: Identify main idea and lessons.</p>
<b>RL.2.3</b>	<p>Describe how characters in a story respond to major events and challenges.</p>	<p>Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip.</p> <p>Comprehension Post-Reading: Character traits and changes.</p>
<b>Craft and Structure</b>		
<b>RL.2.4</b>	<p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>	<p>Grade 2 Fiction Stories (300L-540L): Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip.</p> <p>Vocabulary usage; Comprehension Post-Reading – main ideas.</p>
<b>RL.2.5</b>	<p>Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p>	<p>All Grade 2 Fiction Stories</p> <p>Comprehension: Comprehension: Post Reading – sequencing graphic organizers (beginning, middle, end); story maps.</p>
<b>RL.2.6</b>	<p>Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading aloud.</p>	<p>All Grade 2 Fiction Stories:</p> <p>Small group – BrightFish stories can be used for read aloud activities.</p>

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<b>Integration of Knowledge and Ideas</b>	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	All Grade 2 Fiction Stories  Comprehension During Reading – Facts and Details 1, 2 and 3; Post Reading – Key Ideas and Meaning
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N/A
	<b>Range of Reading and Text Complexity</b>	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 2 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 2 level, in the Lexile range of 300-540. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 2 stories can move into Grade 3 to accelerate their skill development.

### RI.2.1-2.10: Reading Standards for Informational Text

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
	<b>Key Ideas and Details</b>	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Grade 2 Nonfiction Stories: The Cat's Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating  Comprehension: During Reading – Facts and Details 1, 2 and 3
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	All Grade 2 Nonfiction Stories  Comprehension: During Reading – Facts and Details 1, 2 and 3 (paragraphs); Post Reading – Key ideas and meaning (full passage)
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Grade 2 Nonfiction: Mount Rushmore, Howler Monkeys, Life on a Farm  Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Craft and Structure</b>		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Grade 2 Nonfiction Stories: The Cat's Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating  Vocabulary: Key words; Comprehension: During Reading – Facts and Details 1, 2 and 3
RI.2.5	Know and use various text features to locate key facts or information in a text efficiently.	All Grade 2 Nonfiction Stories  Vocabulary and Comprehension Graphic Organizers: Online dictionary
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	All Grade 2 Nonfiction Stories  Comprehension Post Reading – main idea and supporting details.
<b>Integration of Knowledge and Ideas</b>		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Grade 2 Nonfiction Stories: The Cat's Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating  Comprehension: Facts and Details
RI.2.8	Describe how reasons or evidence support specific points the author makes in a text.	All Grade 2 Nonfiction Stories Comprehension: Post Reading – graphic organizers.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 2 scope and sequence, students will have mastered reading nonfiction stories at Grade 2 level, in the Lexile range of 300L-540L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 2 stories can move into Grade 3 to accelerate their skill development.

## RF.2.3-2.4 – Reading Standards for Foundational Skills

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words; b. Know spelling-sound correspondences for additional common vowel teams; c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes e. Identify words with inconsistent but common spelling-sound correspondences; f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Grade 2 Fiction and Nonfiction: Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; The Cat’s Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating</p> <p>Pre-reading: Word for Word (visual match), Sound for Word (auditory-visual match); Words: level 1-5 and 5; Phrases: level 1-3</p>
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All Grade 2 Fiction and Nonfiction</p> <p>Vocabulary usage; Comprehension: During Reading; Post Reading; Small Group: Read-aloud</p>

## W2.1-2.10 – Standards for Writing

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
	<b>Text Type and Purposes</b>	
W.2.1	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>a) Write free verse poetry to express ideas.</p>	<p>Grade 2 Fiction and Nonfiction: Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; The Cat’s Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating</p> <p>Supplemental Worksheets – Comprehension post-reading themes and main ideas; open response. Standard 2.1a is not covered.</p>

<b>W.2.2</b>	Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	All Grade 2 Fiction and Nonfiction Supplemental Worksheets – Comprehension post-reading main ideas and supporting details.
<b>W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Grade 2 Fiction Stories: Ben the Magician, Drama in Oakhaven, Rained Out, Road Trip.  Supplemental Worksheets – Comprehension post-reading: write summaries and alternate endings.
<b>Production and Distribution of Writing</b>		
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	All Grade 2 Stories Students write their responses in printed worksheets and receive feedback from teachers online.
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	All Grade 2 stories Supplemental worksheets: Comprehension Post Reading  Students write their responses in printed worksheets and receive feedback from teachers online.
<b>Research to Build and Present Knowledge</b>		
<b>W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	N/A
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	Grade 2 Fiction and Nonfiction: Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; The Cat’s Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating  Supplemental worksheets: Comprehension Post-Reading.

## L.2.1-2.6: Language Standards

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Conventions of Standard English</b>		
L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	Grade 2 Fiction and Nonfiction: Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; The Cat’s Meow, Chinese New Year, Healthy Eating, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating  Supplemental Worksheets – Vocabulary usage sentences; Comprehension Post-Reading open response.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	All Grade 2 Fiction and Nonfiction Supplemental Worksheets – Vocabulary usage sentences; Comprehension Post-Reading open response.
<b>Knowledge of Language</b>		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Grade 2 Fiction and Nonfiction: Ben the Magician, The Cat’s Meow, Chinese New Year, Hiking Adventure, List, Monster Trucks, Mount Rushmore, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip  Vocabulary usage; comprehension Post-Reading (writing, reading). All stories have read-aloud (listening).
<b>Vocabulary Acquisition and Use</b>		
L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.	All Grade 2 Fiction and Nonfiction  Pre-reading: vocabulary usage; comprehension Facts and Details; Post-Reading Key Ideas and Meaning.
L.2.5	Demonstrate understanding of nuances in word meanings.	All Grade 2 Fiction and Nonfiction  Pre-reading: vocabulary; synonym/ antonym graphic organizers
L.2.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	All Grade 2 Fiction and Nonfiction Vocabulary word usage; Comprehension facts and details.



## Alabama Standards for ELA – Grade 3 Correlations

N/A = Not Applicable.

### RL.3.1-3.10: Reading Standards for Literature

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<b>Key Ideas and Details</b>	
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Grade 3 Fiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day  Comprehension: During Reading – Facts and Details 1, 2 and 3
<b>RL.3.2</b>	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.	All Grade 3 Fiction Stories  Comprehension Post Reading – Key Ideas and Meaning: main ideas and supporting details; lessons and moral.
<b>RL.3.3</b>	Describe characters in a story and explain how their actions contribute to the sequence of events.	All Grade 3 Fiction Stories. Comprehension During Reading – Facts and Details 1, 2 and 3; Post Reading: Characters and attributes; story mapping.
	<b>Craft and Structure</b>	
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	Grade 3 Fiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day  Pre-reading: Vocabulary usage and categorization; Comprehension Post-Reading: Word usage and impact on meaning.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each part builds on earlier sections.	Grade 3 Fiction: Another Great Day (Poem), Betsy Saves the Day.  Comprehension Post-Reading: locate and describe information found in a stanza (poem) and paragraph/section.
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.	All Grade 3 Fiction Stories.  Comprehension Post-Reading: Key Ideas and Meaning

## BRIGHTFISH READING: ALABAMA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Integration of Knowledge and Ideas</b>		
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	Grade 3 Fiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day Comprehension Post-Reading: impact of images in understanding the main idea of a story.
<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 3 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 3 level, in the Lexile range of 550-700. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 3 stories can move into Grade 4 to accelerate their skill development.

### RI.3.1-3.10: Reading Standards for Informational Text

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Grade 3 Nonfiction (550L to 700L): Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography) Comprehension During Reading: Facts and Details 1, 2, 3
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	All Grade 3 nonfiction stories. Comprehension Activities: Post Reading: Main ideas and supporting details.
<b>RI.3.3</b>	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.	All Grade 3 nonfiction stories.  Comprehension Post Reading: Sequencing, Cause/Effect.
<b>Craft and Structure</b>		

BRIGHTFISH READING: ALABAMA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Grade 3 Nonfiction (550L to 700L): Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)  Vocabulary usage and categorization; Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key Ideas and Meaning
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	All Grade 3 Nonfiction Vocabulary usage and categorization (online dictionary); Comprehension Post-Reading: keywords and sidebars.
RI.3.6	Distinguish their own point of view from that of the author of a text.	All Grade 3 nonfiction stories. Comprehension Activities: Post Reading – Key Ideas and Meaning; author’s purpose.
<b>Integration of Knowledge and Ideas</b>		
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	Grade 3 Nonfiction (550L to 700L): Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography) Comprehension Facts and Details 1-3; Post-Reading Key Ideas and Meaning.
RI.3.8	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	All Grade 3 nonfiction stories. Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 3 scope and sequence, students will have mastered reading nonfiction stories at Grade 3 level, in the Lexile range of 550L-700L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 3 stories can move into Grade 4 to accelerate.

**RF.3.3-3.4: Foundational Skills**

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
<b>Phonics and Word Recognition</b>		
<b>RF.3.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllabic words.</p> <p>d. Read grade-appropriate irregularly spelled words</p>	<p>Grade 3 fiction and nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day; Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)</p> <p>Pre-reading: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1-5; Phrases: 1-3</p>
<b>Fluency</b>		
<b>RF.3.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All grade 3 stories.</p> <p>a. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p> <p>b. Small Group Activity: Read Aloud</p> <p>c. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p>

**W.3.1-3.10: Writing**

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Type and Purposes</b>		
<b>W.3.1.</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons; b. Provide reasons that support the opinion; c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; d. Provide a concluding statement or section. consideration to task and purpose	Grade 3 fiction and nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day; Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder Comprehension Post Reading: open response (short answer and essay)
<b>W.3.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	All Grade 3 stories: Comprehension Post Reading: short answer and essay
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events.	Grade 2 fiction: Big Blob Adventure, Stage Stumble Comprehension Post-Reading: Write alternate endings.
<b>Production and Distribution of Writing</b>		
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	All Grade 3 stories. Comprehension Post Reading: essay with helper tools and teacher feedback. Students view teacher feedback in the “chat” section of their online dashboard.
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	All Grade 3 stories. Comprehension Post Reading: essay with helper tools and teacher feedback. Students view teacher feedback in the “chat” section of their online dashboard.
<b>W.3.6</b>	With guidance and support from adults, produce and publish grade-appropriate writing, using technology.	All Grade 3 stories. Comprehension Post-Reading: open response essay with helper tools and teacher feedback.
<b>Research to Build and Present Knowledge</b>		
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.	N/A
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	All Grade 3 stories. Comprehension Post Reading: open response essay with helper tools and teacher feedback.
<b>Range of Writing</b>		
<b>W.3.10</b>	Write routinely over extended time frames and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	BrightFish Reading offers multiple opportunities for writing in the vocabulary and comprehension sections of the program.

**L3.1-3.6: Language**

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Conventions of Standard English</b>		
<b>L.3.1</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood); d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences	Grade 3 fiction and nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day; Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder  All Grade 3 stories: Vocabulary writing; Comprehension Post Reading – open response short answer and essays.  Standard 3.1a is not covered.
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue; d. Form and use possessives; e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	All Grade 3 stories:  Vocabulary writing activity; Comprehension Post Reading – open response short answer and essay; online dictionary  Standard 3.2b is not covered.
<b>Knowledge of Language</b>		
<b>L.3.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect; b. Recognize and observe differences between the conventions of spoken and written Standard English..	All Grade 3 stories:  Vocabulary writing activity; Comprehension Post Reading – open response short answer and essay questions.  Standard 3.3b is not covered.
<b>L.3.4</b>	Determine or clarify the meaning of	All Grade 3 stories.

BRIGHTFISH READING: ALABAMA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	<p>unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Pre-reading: Vocabulary During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Standards 3.4b and 3.4c are not covered.</p>
<p><b>L.3.5</b></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps); b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>All Grade 3 stories.</p> <p>Pre-reading: Vocabulary usage and categorization</p> <p>During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Standard 3.5b is not covered.</p>
<p><b>L.3.6</b></p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>All Grade 3 stories.</p> <p>Vocabulary usage and categorization; Comprehension Post-Reading.</p>



## Alabama Standards for ELA – Grade 4 Correlations

N/A = Not Applicable.

## RL.4.1-4.10: Reading Standards for Literature

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<b>Key Ideas and Details</b>	
RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 4 Fiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged; Challenge: Heron and Hummingbird, Mai's Surprise  Comprehension During Reading – Facts and Details 1-3; Post Reading Key Ideas and Meaning
RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	All Grade 4 fiction stories.  Comprehension Activities: Post Reading: themes; summarize; story maps.
RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	All Grade 4 fiction stories.  Comprehension Post Reading: Key Ideas and Meaning: character development and main action; story maps.
	<b>Craft and Structure</b>	
RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	Grade 4 Fiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged; Challenge: Heron and Hummingbird, Mai's Surprise  Pre-reading: Vocabulary usage; Comprehension Post Reading: impact of language on tone.
RL.4.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking.	N/A
RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Grade 4 Fiction Stories: Enough Bullying, The Haunted House, the Longest 15 Minutes, Waterlogged.  Mini-lesson: compare impact of first and third person narration.
	<b>Integration of Knowledge and Ideas</b>	
RL.4.7.	Make connections between the text of a story or drama and a visual or oral	Grade 4 Fiction Stories: The Butterfly: A Chinese Tale,



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	presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged; Challenge: Heron and Hummingbird, Mai’s Surprise  Comprehension Post-Reading; text and audio presentations of each passage.
<b>RL.4.9.</b>	Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Grade 4 Fiction: The Butterfly: A Chinese Tale; Heron and Hummingbird Mini-lesson: Compare patterns in myths from North American Indigenous and Chinese cultures.
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.4.10.</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 4 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 4 level, in the Lexile range of 720L-800L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 4 stories can move into Grade 5 to accelerate.

**RI.4.1-4.10: Reading Standards for Informational Text**

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 4 Nonfiction Stories: Alexander’s Horse, Creatures of the Ice Age, Mars; Challenge: Earth’s Changing Seasons, Newtown’s New Library (Letter to the Editor) Comprehension Facts and Details 1-3; Post Reading Key Ideas and Meaning.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	All Grade 4 nonfiction Comprehension Post Reading: main ideas and supporting details; sequence/summarize.
<b>RI.4.3</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	All Grade 4 nonfiction  Comprehension Post Reading: Key Ideas and Meaning
<b>Craft and Structure</b>		
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4	Grade 4 Nonfiction Stories: Alexander’s Horse, Creatures of the Ice Age, Mars; Challenge:

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	topic or subject area.	Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)  Vocabulary usage and categorization; Comprehension Facts and Details 1-3; Post Reading Key Ideas and Meaning.
<b>RI.4.5</b>	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	All Grade 4 nonfiction. Comprehension Post Reading – Key Ideas and Meaning
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RI.4.7</b>	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Grade 4 Nonfiction Stories: Alexander's Horse, Creatures of the Ice Age, Mars; Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor) Comprehension Post-Reading; text and audio presentations of each passage. Mars: Video question – compare information with information in the text.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.	Grade 4 Nonfiction Stories: Alexander's Horse, Brainy Bio, Creatures of the Ice Age, Mars Comprehension Post-Reading: Reasons/evidence; main ideas/supporting details.
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.4.1.0</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 4 scope and sequence, students will have mastered reading nonfiction stories at the Grade 4 level, in the Lexile range of 720L-800L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 4 stories can move into Grade 5 to accelerate.

**RF.4.3-4.4: Foundational Skills**

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
<p><b>RF.4.3</b></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p>Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai’s Surprise; Alexander’s Horse, Creatures of the Ice Age, Mars. Challenge: Earth’s Changing Seasons, Newtown’s New Library (Letter to the Editor)</p> <p>Pre-reading Text Automaticity: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3</p>
<p><b>RF.4.4.</b></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding; b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>a. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p> <p>b. Small Group Read Aloud</p> <p>c. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p>

**W.4.1-4.10: Writing**

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Type and Purposes</b>		
<b>W.4.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. Provide reasons that are supported by facts and details; c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai’s Surprise; Alexander’s Horse, Creatures of the Ice Age, Mars. Challenge: Earth’s Changing Seasons, Newtown’s New Library (Letter to the Editor)</p> <p>Comprehension Post Reading: open response</p>
<b>W.4.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>All Grade 4 Fiction and Nonfiction: Comprehension Post Reading: open response</p>
<b>W.4.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Haunted House: Write a new ending for the story</p> <p>Post Reading open response essay question.</p>
<b>Production and Distribution of Writing</b>		
<b>W.4.4</b>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>All Grade 4 Fiction and Nonfiction: Comprehension Post Reading: open response</p>
<b>W.4.5</b>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>All Grade 4 Fiction and Nonfiction: Comprehension Post Reading: essay with helper tools and teacher feedback. Students view teacher feedback in the “chat” section of their online dashboard.</p>
<b>W.4.6</b>	<p>With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.</p>	<p>All Grade 4 Fiction and Nonfiction: Comprehension Post Reading: open response with teacher feedback. All writing is typed online in BrightFish Reading.</p>

Research to Build and Present Knowledge		
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Grade 4 Nonfiction: Mars, Earth's Changing Seasons.  Mini-lesson: Find and document five facts about the topics not presented in the articles.
<b>W.4.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	All Grade 4 Fiction and Nonfiction: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai's Surprise; Alexander's Horse, Creatures of the Ice Age, Mars. Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)  Comprehension Post Reading: open response essays.
<b>W.4.9</b>	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")	All grade 4 Fiction and Nonfiction:  Comprehension Post Reading: open response essays  a) story themes, character development;  b) main idea/supporting details, reasons and evidence.
Range of Writing		
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	BrightFish Reading offers multiple opportunities for writing in the vocabulary and comprehension sections of the program.

**L.4.1-4.6: Language**

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Conventions of Standard English</b>		
<b>L.4.1.</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses; c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions; d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai’s Surprise; Alexander’s Horse, Creatures of the Ice Age, Mars. Challenge: Earth’s Changing Seasons, Newtown’s New Library (Letter to the Editor)</p> <p>Vocabulary – Key words Comprehension Activities: Post Reading – Key ideas and meaning</p> <p>Small Group Activities: Story discussion, Read aloud</p> <p>BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p>
<b>L.4.2.</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use correct capitalization; b. Use commas and quotation marks to mark direct speech and quotations from a text; c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Vocabulary: Writing sentences. Post Reading: Open response short answer, essay.</p> <p>The BrightFish system provides corrective feedback for capitalization, spelling and punctuation.</p>
<b>Knowledge of Language</b>		
<b>L.4.3.</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Vocabulary – Key words Post Reading – Key ideas and meaning open response short answer and essay.</p> <p>Standard 4.3c is not covered.</p>

Vocabulary Acquisition and Use		
<b>L.4.4.</b>	<p>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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>A Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged.</p> <p>Challenge: Heron and Hummingbird, Mai's Surprise; Alexander's Horse, Creatures of the Ice Age, Mars. Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)</p> <p>Pre-reading: Vocabulary usage and categorization; Comprehension During Reading: Facts and Details 1, 2,3; Post Reading: Key Ideas and Meaning</p> <p>Reference: Online dictionary</p>
<b>L.4.5.</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Grade 4 Fiction and Nonfiction:</p> <p>4.5 a and b: Hold Your Horses, The Longest 15 Minutes: During Reading and Post-Reading</p> <p>4.5 c: All stories: Vocabulary: word usage, synonym/antonym graphic organizers</p>
<b>L.4.6.</b>	<p>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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>All Grade 4 stories</p> <p>Pre-reading: Vocabulary During Reading: Facts and Details 1, 2,3; Post-Reading Key Ideas and Meaning.</p>



## Alabama Standards for ELA – Grade 5 Correlations

N/A = Not Applicable.

## RL.5.1-5.10: Reading Standards for Literature

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<b>Key Ideas and Details</b>	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 5 Fiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt)  Comprehension Facts and Details 1, 2 and 3; Post-Reading – Inferencing
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	All Grade 5 Fiction Stories:  Comprehension Activities: Post Reading: Key Ideas and Meaning; character traits and change; summarizing.
RL.5.3	Compare/contrast 2 or more characters, settings or events in a story or drama, drawing on specific details in the text.	Grade 5 Fiction Stories: Zoo Day; Around the World in 80 Days.  Comprehension Post Reading: Compare characters and traits; impact of setting on plot.
	<b>Craft and Structure</b>	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	Grade 5 Fiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt)  Pre-reading: Vocabulary usage Comprehension: Post Reading
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	N/A
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	Grade 5 Fiction Stories: Colossal Coaster, Paused, Summer Hoops, 6.5 Million, Zoo Day  Comprehension Post Reading: 1 <sup>st</sup> person narration – impact on theme and point of view.



<b>Integration of Knowledge and Ideas</b>		
<b>RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.	Grade 5 Fiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt)  Comprehension Post-Reading: Images and text features.
<b>RL.5.9</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.5.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 5 scope and sequence, students will have mastered a variety of fiction stories at the Grade 5 level, in the Lexile range of 820L-910L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 5 stories can move into Grade 6 to accelerate.

**RI.5.1-5.10: Reading Standards for Information Text**

<b>STANDARD REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>BRIGHTFISH READING</b>
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 5 Nonfiction Stories: Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Comprehension During Reading – Facts and Details; Post Reading - Inferencing
<b>RI.5.2</b>	Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text.	All Grade 5 Nonfiction Stories:  Comprehension Post Reading: main ideas/supporting details, story maps and summarizing.
<b>RI.5.3</b>	Explain the relationships or interactions between 2 or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Grade 5 Nonfiction Stories: Brainy Bio, Medieval Legend, Goliath Frogs, Niagara Falls, Benefits of the Hoover Dam  Comprehension Activities: Post Reading: Key Ideas and Meaning

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<b>Craft and Structure</b>		
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Grade 5 Nonfiction Stories: Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Vocabulary: Key words Comprehension Post Reading – Key Ideas and Meaning
<b>RI.5.5</b>	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Grade 5 Nonfiction Stories: Brainy Bio, Goliath Frogs  Small Group Activities: Story discussion – compare structure in two passages.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Grade 5 Nonfiction Stories: Fossil Clues  Comprehension Post-Reading: Video question: compare information from text to video presentation on the topic.
<b>Integration of Knowledge and Ideas</b>		
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	Grade 5 Nonfiction Stories: Fossil Clues  Comprehension Post Reading: Video question: compare information from text to video presentation on the topic.
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Grade 5 Nonfiction Stories: Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Comprehension Post Reading – main ideas; reasons/evidence
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.5.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 5 scope and sequence, students will have mastered reading nonfiction stories at the Grade 5 level, in the Lexile range of 820L-910L. Students who complete Grade 5 stories can move into Grade 6 to accelerate their skill development.

**RF.5.3-5.4: Reading Standards for Foundational Skills**

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
<b>RF.5.3</b>	<p><b>Phonics and Word Recognition</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt); Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Abigail Adams: A life in Letters, Benefits of the Hoover Dam</p> <p>Pre-reading: Word for Word (visual match), Sound for Word (sound match): Words 1-5 and 5; Phrases 1-3; accuracy and automaticity mastery criteria. (out of context)</p> <p>Comprehension During Reading and Post Reading (in context)</p>
<b>RF.5.4</b>	<p><b>Fluency</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All Grade 5 Fiction and Nonfiction stories:</p> <p>Comprehension: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p> <p>Small Group Activity: Read Aloud</p>

**W.5.1-5.10: Writing**

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Types and Purposes</b>		
<b>W.5.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam</p> <p>Comprehension Post Reading: open response essay questions</p>
<b>W.5.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>All grade 5 Fiction and Nonfiction</p> <p>Comprehension Post Reading: Main ideas, key details; open response essay questions.</p>
<b>W.5.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 5 Fiction - Paused: Write a new character for the story; 6.5 Million: write an alternate ending.</p> <p>Comprehension Post Reading open response essay.</p>
<b>Production and Distribution of Writing</b>		
<b>W.5.4</b>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>All Grade 5 Fiction and Nonfiction: Comprehension Post Reading: open response essay.</p>
<b>W.5.5</b>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.</p>	<p>All Grade 5 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: essay with helper tools and teacher feedback. Students view teacher feedback in the “chat” area of their online dashboard.</p>
<b>W.5.6</b>	<p>With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.</p>	<p>All Grade 5 Fiction and Nonfiction: Comprehension Post Reading: open response essays with teacher feedback. All written work is submitted and reviewed online.</p>

<b>Research to Build and Present Knowledge</b>		
<b>W.5.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	N/A
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Comprehension Post Reading: open response essays.
<b>W.5.9</b>	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	All grade 5 Fiction and Nonfiction:  Comprehension Post Reading: open response essays Main ideas/supporting details, reasons and evidence.
<b>Range of Writing</b>		
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	BrightFish Reading offers multiple opportunities for writing in the vocabulary and comprehension sections of the program.

**L.5.1-5.6: Language**

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Conventions of Standard English</b>		
<b>L.5.1</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).	Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Standard 5.1a is not covered.
<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	All Grade 5 Fiction and Nonfiction: Vocabulary and comprehension open response. The BrightFish system provides corrective feedback for capitalization, punctuation and spelling.
<b>Knowledge of Language</b>		
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	All Grade 5 Fiction and Nonfiction: Vocabulary usage; Comprehension Post-Reading Key Ideas and Meaning – writing, reading and listening.  Speaking is not covered in BrightFish Reading online instruction. Teachers can use BrightFish passages for small group read-aloud activities.
<b>Vocabulary Acquisition and Use</b>		
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	All Grade 5 Fiction and Nonfiction: Pre-reading: Vocabulary usage and categorization with online dictionary; Comprehension Post-Reading – Key Ideas and Meaning.
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	All Grade 5 Fiction and Nonfiction: Vocabulary usage; Comprehension Post-Reading: Key Ideas and Meaning
<b>L.5.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	All Grade 5 Fiction and Nonfiction: Pre-reading: Vocabulary usage; Comprehension Post Reading – Key Ideas and Meaning.