

# South Carolina College and Career-Ready Standards

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Correlations for BrightFish Reading to South Carolina CCR standards for English Language Arts, Grades 2-5



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## South Carolina CCR Correlations for ELA Grade 2

N/A = Not Applicable.

### RL.2.1-2.13

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>RL.2 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip. Comprehension During Reading Facts and Details; Post Reading
<b>RL 2 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	Grade 2 fiction stories  Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3
<b>RL 2 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. 3.1 Use knowledge of r-controlled vowels to read. 3.2 Use knowledge of how syllables work to read multisyllabic words. 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes. 3.4 Use and apply knowledge of vowel diphthongs. 3.5 Use and apply knowledge of how inflectional endings change words. 3.6 Recognize and read grade-appropriate irregularly spelled words.	Grade 2 fiction stories  Pre-reading Activities: 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
<b>RL 2 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension. 4.1 Read grade-level texts with purpose and understanding. 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Grade 2 fiction stories  Comprehension Activities: During Reading – Facts and Details 1, 2, 3  Story Read Aloud.
<b>Meaning and Context</b>		
<b>RL 2 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Grade 2 fiction stories  Comprehension Activities: Introduction; Post Reading – Key Ideas and Meaning

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. 5.2 Make predictions before and during reading; confirm or modify thinking	Comprehension Activities: Introduction; During Reading – Facts and Details; Post Reading – Key Ideas and Meaning
<b>RL 2 Standard 6</b>	Summarize key details and ideas to support analysis of thematic development. 6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	Grade 2 Fiction Stories: Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip.  Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning
<b>RL 2 Standard 7</b>	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read. 7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	Grade 2 fiction stories  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning  Standard 7.2 is not covered.
<b>RL 2 Standard 8</b>	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Read or listen closely to: a. compare and contrast characters’ actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.	Grade 2 fiction stories  Comprehension Activities: Post Reading – Key ideas and meaning  Standard 8.1b is not covered.
<b>Language, Craft and Structure</b>		
<b>RL 2 Standard 9</b>	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. 9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each. 9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	Grade 2 fiction stories  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key Ideas and Meaning

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
<p><b>RL 2 Standard 10</b></p>	<p>Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 10.1 Use context to determine the meaning of words and phrases; 10.2 Determine the meaning of a newly formed word when a known affix is added to a known word; 10.3 Use a base word to determine the meaning of an unknown word with the same base; 10.4 Use the meanings of individual words to predict the meaning of compound words; 10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases; 10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>Grade 2 Fiction Stories: Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip.</p> <p>Vocabulary: best usage and synonym/antonym activities.</p> <p>Vocabulary practice: affix activity (worksheet)</p> <p>Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning</p>
<p><b>RL 2 Standard 11</b></p>	<p>Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. 11.1 Identify and analyze the author’s purpose; 11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.</p>	<p>Grade 2 fiction stories</p> <p>Comprehension Activities: Post Reading – Key ideas and meaning</p>
<p><b>RL 2 Standard 12</b></p>	<p>Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. 12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action. 12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</p>	<p>Grade 2 fiction stories</p> <p>Comprehension Activities: Post Reading – Key ideas and meaning</p> <p>Standard 12.2 is not covered.</p>
<b>Range and Complexity</b>		
<p><b>RL 2 Standard 13</b></p>	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. 13.2 Read independently for sustained periods of time to build stamina; 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>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 420-540. 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.</p>

RI.2.1-2.12

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>RI 2 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 2 Nonfiction Stories: The Cat’s Meow, Chinese New Year, Monster Trucks Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas
<b>RI 2 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	Grade 2 nonfiction stories Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3
<b>RI 2 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words 3.1 Use knowledge of r-controlled vowels to read; 3.2 Use knowledge of how syllables work to read multisyllabic words; 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes; 3.4 Use and apply knowledge of vowel diphthongs. 3.5 Use and apply knowledge of how inflectional endings change words; 3.6 Recognize and read grade-appropriate irregularly spelled words.	Grade 2 nonfiction stories Pre-reading Activities: 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
<b>RI 2 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension. 4.1 Read grade-level texts with purpose and understanding. 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Grade 2 nonfiction stories Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas Read Aloud
<b>Meaning and Context</b>		
<b>RI 2 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read; 5.2 Make predictions before and during reading; confirm or modify thinking.	Grade 2 nonfiction stories Comprehension: Introduction; During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 2**

<b>STANDARD REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>BRIGHTFISH READING</b>
<b>RI 2 Standard 6</b>	Summarize key details and ideas to support analysis of central ideas. 6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	Grade 2 Nonfiction Stories: The Cat's Meow, Chinese New Year, Monster Trucks  Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas
<b>RI 2 Standard 7</b>	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	N/A
<b>Language, Craft and Structure</b>		
<b>RI 2 Standard 8</b>	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe. 8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	Grade 2 nonfiction stories  Prereading: Vocabulary usage  Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas  Standard 8.2 is not covered.
<b>RI 2 Standard 9</b>	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary; 9.1 Use context to determine the meaning of words and phrases; 9.2 Determine the meaning of a newly formed word when a known affix is added to the word; 9.3 Use a base word to determine the meaning of an unknown word with the same base; 9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases; 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.	Grade 2 nonfiction stories  Vocabulary: best usage and synonym/antonym activities.  Vocabulary practice: affix activity (worksheet)  Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning
<b>RI 2 Standard 10</b>	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. 10.1 Identify and analyze the author's purpose.	Grade 2 nonfiction stories Comprehension: Post Reading – Key ideas and meaning

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 2**

<b>STANDARD REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>BRIGHTFISH READING</b>
<b>RI 2 Standard 11</b>	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning; 11.2 Identify the structures an author uses to support specific points.	Grade 2 Nonfiction Stories: The Cat’s Meow, Chinese New Year, Monster Trucks  Comprehension: Post Reading – Key ideas and meaning  Sequencing and passage structure.
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI 2 Standard 12</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. 12.1 Engage in whole and small group reading with purpose and understanding; 12.2 Read independently for sustained periods of time; 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	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 420-540. 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.

**W2.1-6**

<b>STANDARD REFERENCE</b>	<b>WRITING</b>	<b>BRIGHTFISH READING</b>
<b>Meaning, Context and Craft</b>		
<b>W2 Standard 1</b>	Write arguments to support claims with clear reasons and relevant evidence. 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section; 1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and ideas of others to strengthen writing.	Grade 2 Fiction and Nonfiction: Ben the Magician, The Cat’s Meow, Chinese New Year, Hiking Adventure, List, Monster Trucks, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip  Comprehension: Post Reading – Key ideas and meaning, constructed response short answer and essay. Teacher feedback.
<b>W2 Standard 2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; 2.1 Explore print and multimedia sources to write informative/ explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section; 2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and ideas of others to strengthen writing.	Grade 2 fiction and nonfiction stories  Comprehension: Post Reading – Key ideas and meaning, constructed response short answer and essay.  Teacher feedback.



STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<p><b>W2 Standard 3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Explore multiple texts to write narratives that 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.</p> <p>3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and ideas of others to strengthen writing.</p>	<p>Grade 2 Fiction Stories: Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip.</p> <p>Comprehension Post Reading: constructed response essay with teacher feedback.</p> <p>Standard 3.1 is not covered.</p>
<b>Language</b>		
<p><b>W2 Standard 4</b></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.1 Use collective nouns. 4.2 Form and use frequently occurring irregular plural nouns. 4.3 Use reflexive pronouns. 4.4 Form and use the past tense of frequently occurring irregular verbs. 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified; 4.6 Use positional, time, and place prepositional phrases; 4.7 Use conjunctions; 4.8 Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>Grade 2 Fiction and Nonfiction: Ben the Magician, The Cat’s Meow, Chinese New Year, Hiking Adventure, List, Monster Trucks, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip</p> <p>Vocabulary pre-reading: sentence writing</p> <p>Comprehension: Post Reading – constructed response short answer and essay</p>
<p><b>W2 Standard 5</b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles; 5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns. 5.3 Generalize learned spelling patterns and word families; 5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high- frequency words; 5.5 Consult print and multimedia resources to check and correct spellings.</p>	<p>Grade 2 fiction and nonfiction stories</p> <p>Vocabulary and comprehension: constructed response sentences, short answer and essay with teacher feedback</p> <p>Online dictionary.</p>

Range and Complexity		
<b>W2 Standard 6</b>	<p>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences; 6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p> <p>6.4 Begin to develop efficient keyboarding skills; 6.5 Begin to develop cursive writing.</p>	<p>BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p> <p>Standards 6.2 and 6.5 are not covered. (All writing is done using a computer keyboard or touch screen.)</p>

**South Carolina CCR Correlations for ELA Grade 3**

N/A = Not Applicable.

**RL.3.1-3.10**

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>RL.3 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 3 Fiction Stories: A Challenge for Anansi, The Big Blob Adventure, Breaking the News, Holiday Spectacular, A Skating Dream, Stage Stumble, Stone Soup, Waiting  Comprehension Facts and Details; Post Reading
<b>RL 3 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	Grade 3 Fiction Stories  Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3
<b>RL 3 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. 3.1 Identify and know the meaning of the most common prefixes and derivational suffixes. 3.6 Read grade-appropriate irregularly spelled words	Grade 3 Fiction Stories.  Pre-reading Activities: Word for Word (visual match) and Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3  Pre-Reading: Vocabulary Comprehension: During Reading and Post Reading
<b>RL 3 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension. 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Grade 3 Fiction Stories.  Comprehension During Reading and Post Reading; Read Aloud
<b>Meaning and Context</b>		
<b>RL 3 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Grade 3 Fiction Stories.  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3; Post Reading

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 3**

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>RL 3 Standard 6</b>	<p>Summarize key details and ideas to support analysis of thematic development.</p> <p>6.1 Determine the theme by recalling key details that support the theme.</p>	<p>Grade 3 Fiction Stories: A Challenge for Anansi, The Big Blob Adventure, Breaking the News, Holiday Spectacular, A Skating Dream, Stage Stumble, Stone Soup, Waiting</p> <p>Comprehension: Post Reading – Key ideas and meaning</p>
<b>RL 3 Standard 7</b>	<p>Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.; 7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</p>	<p>Grade 4 challenge activity.</p>
<b>RL 3 Standard 8</b>	<p>Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Use text evidence to:                      a. describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and                      b. explain the influence of cultural and historical context on characters, setting, and plot development</p>	<p>Grade 3 Fiction Stories</p> <p>Comprehension: Post Reading – Key ideas and meaning</p> <p>Standard 8.1b is addressed in “A Challenge for Anansi” and “Holiday Spectacular.”</p>
<b>Language, Craft and Structure</b>		
<b>RL 3 Standard 9</b>	<p>Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.; 9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p>	<p>Grade 3 Fiction Stories</p> <p>Comprehension: During Reading; Post Reading – Key ideas and meaning</p>
<b>RL3 Standard 10</b>	<p>Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.1 Use paragraph-level context to determine the meaning of words and phrases.;</p>	<p>Grade 3 Fiction Stories.</p> <p>10.1 Comprehension: During Reading and Post Reading</p>

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 3**

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<p>10.2 Determine the meaning of a word when an affix is added to a base word.; 10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.;</p> <p>10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>10.2: Vocabulary practice activity – affixes and root words (worksheet)</p> <p>10.5: Online dictionary.</p> <p>10.6 Pre-reading Activities: Vocabulary usage, synonym/antonyms</p>
<b>RL3 Standard 11</b>	<p>Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>11.1 Explain the differences between first and third person points of view.</p> <p>11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>	<p>Grade 3 Fiction Stories</p> <p>Comprehension: During Reading; Post Reading – Key ideas and meaning</p>
<b>RL3 Standard 12</b>	<p>Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</p> <p>12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.</p>	<p>Grade 3 challenge activity.</p>
<b>Range and Complexity</b>		
<b>RL3 Standard 13</b>	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.1 Engage in whole and small group reading with purpose and understanding.</p> <p>13.2 Read independently for sustained periods of time to build stamina.</p> <p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>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.</p>

RI.3.1-3.12

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>RI 3 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 3 Nonfiction Stories: The Nile River, Abandon Ship!, Hold Your Horses.  Comprehension Activities: During Reading: Facts and Details 1, 2, 3
<b>RI 3 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 3 nonfiction stories.  Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3
<b>RI 3 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. 3.1 Identify and know the meaning of the most common prefixes and derivational suffixes. 3.6 Read grade-appropriate irregularly spelled words.	All Grade 3 nonfiction stories.  Pre-reading Activities: 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
<b>RI 3 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension. 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	All Grade 3 nonfiction stories.  Comprehension During Reading and Post Reading;  Read Aloud
<b>Meaning and Context</b>		
<b>RI 3 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	All Grade 3 nonfiction stories.  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
<b>RI 3 Standard 6</b>	Summarize key details and ideas to support analysis of central ideas. 6.1 Summarize multi-paragraph texts using key details to support the central idea.	All Grade 3 nonfiction stories.  Comprehension Activities: Post Reading – Key Ideas and Meaning
<b>RI 3 Standard 7</b>	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	N/A

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 3**

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Language, Craft and Structure</b>		
<p><b>RI 3 Standard 8</b></p>	<p>Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 Explain how the author uses words and phrases to inform, explain, or describe.</p> <p>8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>	<p>All Grade 3 nonfiction stories.</p> <p>Comprehension Activities: Post Reading – Key Ideas and Meaning</p> <p>Standard 8.2 is addressed in the 3<sup>rd</sup> Grade challenge activity.</p>
<p><b>RI 3 Standard 9</b></p>	<p>Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Use paragraph-level context to determine the meaning of words and phrases.</p> <p>9.2 Determine the meaning of a word when an affix is added to a base word.</p> <p>9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>All Grade 3 nonfiction stories.</p> <p>Pre-reading: Vocabulary usage</p> <p>Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning</p> <p>Online dictionary.</p> <p>9.2 Vocabulary practice activity – affixes and root words (worksheet)</p>
<p><b>RI 3 Standard 10</b></p>	<p>Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p> <p>10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.</p>	<p>All Grade 3 nonfiction stories.</p>
<p><b>RI 3 Standard 11</b></p>	<p>Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.</p> <p>11.2 Describe the structures an author uses to support specific points.</p>	<p>All Grade 3 nonfiction stories.</p> <p>Post Reading – Key Ideas and Meaning</p>

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 3**

<b>STANDARD REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>BRIGHTFISH READING</b>
	<b>Range and Complexity</b>	
<b>RI 3 Standard 12</b>	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>12.1 Engage in whole and small group reading with purpose and understanding. 12.2 Read independently for sustained periods of time. 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>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 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.</p>

**W.3.1-3.6**

<b>STANDARD REFERENCE</b>	<b>WRITING</b>	<b>BRIGHTFISH READING</b>
	<b>Meaning, Context and Craft</b>	
<b>W 3 Standard 1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence. 1.1 Write opinion pieces that:</p> <p>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; b. use information from multiple print and multimedia sources; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; and g. provide a concluding statement or section.</p>	<p>Grade 3 fiction and nonfiction stories: A Skating Dream, The Big Blob Adventure, Breaking the News, A Challenge for Anansi, Holiday Spectacular, Stage Stumble, Stone Soup, Underdogs, Waiting, The Nile River, Abandon Ship!, Hold Your Horses.</p> <p>Comprehension Post Reading: constructed response (short answer and essay)</p>
<b>W 3 Standard 2</b>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic and group related information together; b. use information from multiple print and multimedia sources;</p>	<p>All stories.</p> <p>Comprehension Post Reading: constructed response (short answer and essay)</p>



**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 3**

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>W 3 Standard 2 (continued)</b>	c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; g. use transition words and phrases to connect ideas within categories of information; h. develop a style and tone authentic to the purpose; and i. provide a concluding statement or section.	Grade 3 fiction and nonfiction stories: A Skating Dream, The Big Blob Adventure, Breaking the News, A Challenge for Anansi, Holiday Spectacular, Stage Stumble, Stone Soup, Underdogs, Waiting, The Nile River, Abandon Ship!, Hold Your Horses.  Standard 2.1c is not addressed.
<b>W 3 Standard 3</b>	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. establish a situation and introduce a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use temporal words and phrases to signal event order; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and h. provide a sense of closure.	Grade 3 fiction stories: A Skating Dream, The Big Blob Adventure, Breaking the News, A Challenge for Anansi, Holiday Spectacular, Stage Stumble, Stone Soup, Underdogs, Waiting, The Nile River  Vocabulary and Comprehension Post Reading: constructed response short answer and essays.  Online dictionary.
<b>Language</b>		
<b>W 3 Standard 4</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4.1 When writing: a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; c. form and use regular and irregular verbs;	All Grade 3 stories.  Vocabulary sentences and Comprehension Post Reading: short answer and essays.

Language	
	<p>d. form and use the simple verb tenses; e. ensure subject-verb and pronoun-antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and produce simple, compound, and complex sentences</p>
	<p>Grade 3 fiction and nonfiction stories: A Skating Dream, The Big Blob Adventure, Breaking the News, A Challenge for Anansi, Holiday Spectacular, Stage Stumble, Stone Soup, Underdogs, Waiting, The Nile River, Abandon Ship!, Hold Your Horses.</p> <p>Vocabulary sentences and Comprehension Post Reading: short answer and essays.</p>
<b>W 3 Standard 5</b>	<p>Demonstrate command of the conventions of standard English form and use the progressive verb tenses; 5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives. 5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words. 5.4 Use spelling patterns and generalizations. 5.5 Consult print and multimedia sources to check/correct spellings.</p>
	<p>All stories.</p> <p>Vocabulary and Comprehension Post Reading: short answer and essays.</p> <p>Online dictionary.</p>
Range and Complexity	
<b>W 3 Standard 6</b>	<p>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. 6.4 Demonstrate effective keyboarding skills. 6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</p>
	<p>BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p> <p>Standard 6.5 is not covered (all questions are answered using a computer keyboard).</p>

## South Carolina CCR Correlations for ELA Grade 4

N/A = Not Applicable.

## RL.4.1-4.13

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<b>Principles of Reading</b>	
<b>RL 4 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 4 Fiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, Theft in the Garden, Waterlogged  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
<b>RL 4 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 4 fiction stories.  Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3
<b>RL 4 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. 3.1 Use combined knowledge of all letter- sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	All Grade 4 fiction stories.  Pre-reading Activities: 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
<b>RL 4 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	All Grade 4 fiction stories.  Read aloud.
	<b>Meaning and Context</b>	
<b>RL 4 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	All Grade 4 fiction stories.  Comprehension: During Reading (1,2 and 3); Post Reading
<b>RL 4 Standard 6</b>	Summarize key details and ideas to support analysis of thematic development. 6.1 Determine the development of a theme within a text; summarize using key details.	All Grade 4 fiction stories.  Comprehension: Post Reading

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 4**

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<p><b>RL 4 Standard 7</b></p>	<p>Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.</p>	<p>N/A</p>
<p><b>RL 4 Standard 8</b></p>	<p>Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Use text evidence to:</p> <p>a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and</p> <p>b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.</p>	<p>Grade 4 Fiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, Theft in the Garden, Waterlogged</p> <p>Comprehension: Post Reading</p> <p>Standard 8.1b is addressed in "The Butterfly: A Chinese Tale."</p>
<b>Language, Craft and Structure</b>		
<p><b>RL 4 Standard 9</b></p>	<p>Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.</p> <p>9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p>	<p>All Grade 4 fiction stories.</p> <p>Comprehension: Post Reading</p>
<p><b>RL 4 Standard 10</b></p>	<p>Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>	<p>All Grade 4 fiction stories.</p> <p>Vocabulary synonym/antonym activities; usage and sentence writing;</p> <p>Comprehension: Post Reading</p> <p>10.2 Vocabulary practice activity – affixes and root words (worksheet)</p>

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 4**

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<p><b>RL 4 Standard 11</b></p>	<p>Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.                      11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.</p>	<p>Grade 4 Fiction Stories:                      The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, Theft in the Garden, Waterlogged                      Comprehension: During Reading (1, 2 and 3); Post Reading</p>
<p><b>RL 4 Standard 12</b></p>	<p>Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.                      12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.                      12.2 Determine characteristics of crafted text structures and describe why an author uses this structure.</p>	<p>All Grade 4 fiction stories                       Comprehension Post Reading: structure and sequencing.</p>
<b>Range and Complexity</b>		
<p><b>RL 4 Standard 13</b></p>	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.                      13.1 Engage in whole and small group reading with purpose and understanding.                      13.2 Read independently for sustained periods of time to build stamina.                      13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>At the end of BrightFish Reading Grade 4 scope and sequence, students will have mastered independently reading a variety of fiction stories at the Grade 4 level, in the Lexile range of 720-800. 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 their skill development.</p>

RI.4.1-4.12

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>RI 4 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 4 Nonfiction Stories: Alexander’s Horse, Creatures of the Ice Age, Mars
<b>RI 4 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	All nonfiction stories.  Comprehension Activities: During Reading: Facts and Details 1, 2, 3
<b>RI 4 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. 3.1 Use combined knowledge of all letter- sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	All nonfiction stories.  Comprehension Activities: Post Reading: Key Ideas and Meaning
<b>RI 4 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	All Grade 4 nonfiction stories.  Pre-reading Activities: 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
<b>Meaning and Context</b>		
<b>RI 4 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	All nonfiction stories.  Vocabulary: Key words  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
<b>RI 4 Standard 6</b>	Summarize key details and ideas to support analysis of central ideas. 6.1 Summarize multi-paragraph texts using key details to support the central idea.	Grade 4 Nonfiction Stories: Alexander’s Horse, Creatures of the Ice Age, Mars  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
<b>RI 4 Standard 7</b>	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	N/A

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 4**

<b>Language, Craft and Structure</b>		
<b>RI 4 Standard 8</b>	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 8.1 Determine how the author uses words and phrases to shape and clarify meaning. 8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	Grade 4 Nonfiction Stories: Alexander’s Horse, Creatures of the Ice Age, Mars  Pre-reading Activities: Vocabulary usage; Comprehension: During Reading and Post Reading Online dictionary. Standard 8.2: Grade 4 challenge activity.
<b>RI 4 Standard 9</b>	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.; 9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. 9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	Grade 4 Nonfiction Stories  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning  9.2 Vocabulary practice activity – affixes and root words (worksheet)
<b>RI 4 Standard 10</b>	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. 10.1 Identify and describe the difference between a primary and secondary account of the same topic.	Standard 10.1 is not covered.
<b>RI 4 Standard 11</b>	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 11.1 Apply knowledge of text structures to describe how structures contribute to meaning.; 11.2 Explain how an author uses reasons and evidence to support particular points.	All Grade 4 nonfiction stories  Standard 11.1 is not covered  11.2: Post Reading: Conclusion and evidence graphic organizers
<b>Range and Complexity</b>		
<b>RI 4 Standard 12</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. 12.1 Engage in whole and small group reading with purpose and understanding; 12.2 Read independently for a sustained period of time; 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	At the end of BrightFish Reading Grade 4 scope and sequence, students will have mastered reading nonfiction stories in the Lexile range of 720-800. 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 their skills.

W.4.1-4.6

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Meaning, Context and Craft</b>		
<p><b>W 4 Standard 1</b></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.                      1.1 Write opinion pieces that:                      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. use information from multiple print and multimedia sources; c. provide reasons supported by facts and details; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the opinion presented</p>	<p>Grade 4 Fiction and Nonfiction Stories: Alexander's Horse, The Butterfly: A Chinese Tale, Creatures of the Ice Age, Enough Bullying, The Haunted House, The Longest 15 Minutes, Mars, Theft in the Garden, Waterlogged</p> <p>Comprehension Post Reading: constructed response essays.</p>
<p><b>W 4 Standard 2</b></p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                      2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use information from multiple print and multimedia sources; c. group related information in paragraphs and sections; d. include formatting, illustrations, and multimedia to aid comprehension; e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use paraphrasing, quotations, and original language to avoid plagiarism; h. link ideas within categories of information using words and phrases; i. use precise language and domain-specific vocabulary to inform or explain the topic; j. develop a style and tone authentic to the purpose; and k. provide a concluding statement or section relate to the information or explanation presented.</p>	<p>All Grade 4 stories</p> <p>Comprehension Post Reading: constructed response essays with teacher feedback.</p>



<b>Meaning, Context and Craft</b>		
<b>W 4 Standard 3</b>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and description to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words and phrases to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.</p>	<p>Grade 4 fiction stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, Theft in the Garden, Waterlogged</p> <p>Comprehension Post Reading: constructed response essays with teacher feedback.</p>
<b>Language</b>		
<b>W 4 Standard 4</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs; b. form and use the progressive verb tenses; c. use modal auxiliaries to convey various conditions; d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense; e. order adjectives within sentences according to conventional patterns; f. explore using prepositional phrases in different positions within a sentence; g. use coordinating and subordinating conjunctions; h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and i. use frequently confused homonyms correctly.</p>	<p>All grade 4 stories.</p> <p>Vocabulary pre-reading: sentences.</p> <p>Comprehension Post Reading: constructed response short answer and essays.</p>

<b>Language</b>		
<b>W 4 Standard 5</b>	<p>Demonstrate command of the conventions of standard English form and use the progressive verb tenses;</p> <p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. apostrophes to form possessives and contractions;</li> <li>b. quotation marks and commas to mark direct speech; and</li> <li>c. commas before a coordinating conjunction in a compound sentence.</li> </ul> <p>5.3 Use spelling patterns and generalizations.</p>	<p>All grade 4 stories.</p> <p>Vocabulary pre-reading: sentences.</p> <p>Comprehension Post Reading: constructed response essays with teacher feedback.</p>
<b>Range and Complexity</b>		
<b>W 4 Standard 6</b>	<p>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <ul style="list-style-type: none"> <li>a. over short and extended time frames;</li> <li>b. for a range of domain-specific tasks;</li> <li>c. for a variety of purposes and audiences; and</li> <li>d. by adjusting the writing process for the task, increasing the length and complexity.</li> </ul> <p>6.4 Demonstrate effective keyboarding skills.</p>	<p>All grade 4 stories.</p> <p>BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p>

## South Carolina CCR Correlations for ELA Grade 5

N/A = Not Applicable.

## RL.5.1-5.13

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>RL 5 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 5 Fiction Stories: Colossal Coaster, Familiar Strangers, Medieval Legend, Paused, Summer Hoops, Zoo Day Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
<b>RL 5 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds	All Grade 5 Fiction stories.  Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3
<b>RL 5 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 5 Fiction stories.  Pre-reading Activities: 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
<b>RL 5 Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	All Grade 5 Fiction Stories: Post Reading: Key Ideas and Meaning
<b>Meaning and Context</b>		
<b>RL 5 Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions	All Grade 5 Fiction Stories:  Post Reading: Key Ideas and Meaning  Graphic organizers, multiple choice and constructed response essays
<b>RL 5 Standard 6</b>	Summarize key details and ideas to support analysis of thematic development. 6.1 Determine and analyze the development of a theme within a text; summarize using key details.	All Grade 5 Fiction Stories:  During Reading: Facts and Details; Post Reading: Key Ideas and Meaning Themes, author's purpose, supporting evidence.

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<p><b>RL 5 Standard 7</b></p>	<p>Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.</p> <p>7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.</p>	<p>N/A</p>
<p><b>RL 5 Standard 8</b></p>	<p>Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Cite evidence within text to:</p> <p>a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,</p> <p>b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.</p>	<p>Grade 5 Fiction Stories: Colossal Coaster, Paused, Summer Hoops, Zoo Day</p> <p>Comprehension Activities: Post Reading – characters and setting.</p> <p>Standard 8.1b is not covered.</p>
<p><b>Language, Craft and Structure</b></p>		
<p><b>RL 5 Standard 9</b></p>	<p>Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</p>	<p>Grade 5 Fiction Stories</p> <p>Vocabulary usage</p> <p>Comprehension Facts and Details; Post Reading Key Ideas and Meaning.</p> <p>9.1 is covered in comprehension activities in Paused and Zoo Day.</p>
<p><b>RL 5 Standard 10</b></p>	<p>Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</p> <p>10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p>	<p>Grade 5 Fiction Stories</p> <p>Pre-reading Vocabulary: usage, synonyms/antonyms, sentence-writing activities.</p> <p>Vocabulary practice activity: Root words and affixes (worksheet).</p>

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 5**

<b>STANDARD REFERENCE</b>	<b>READING: LITERATURE</b>	<b>BRIGHTFISH READING</b>
<b>RL 5 Standard 11</b>	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. 11.1 Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	All Grade 5 Fiction Stories  Post Reading: Key Ideas and Meaning; author’s purpose, tone and word usage.
<b>RL 5 Standard 12</b>	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. 12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre; 12.2 Compare how different crafted text structures contribute to meaning and impact the reader.	Grade 5 challenge activity.
<b>Range and Complexity</b>		
<b>RL 5 Standard 13</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. 13.1 Engage in whole and small group reading with purpose and understanding. 13.2 Read independently for sustained periods of time to build stamina. 13.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	At the end of BrightFish Reading Grade 5 scope and sequence, students will have mastered reading a variety of fiction stories in the Lexile range of 820-910. 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 their skill development.

**RI.5.1-5.12**

<b>STANDARD REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>BRIGHTFISH READING</b>
<b>Principles of Reading</b>		
<b>RI 5 Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	Grade 5 Nonfiction Stories: Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls: During Reading – Facts and Details
<b>RI 5 Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 5 nonfiction. Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3
<b>RI 5 Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 5 nonfiction  Pre-reading Activities: Word for Word and Sound for Word (visual and auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 5**

<p><b>RI 5 Standard 4</b></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>All Grade 5 nonfiction</p> <p>Mastery criteria (accuracy and speed) for pre-reading Word for Word and Sound for Word activities – words and phrases</p>
<b>Meaning and Context</b>		
<p><b>RI 5 Standard 5</b></p>	<p>Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p> <p>5.1 Quote accurately from a text to analyze meaning in and beyond the text.</p>	<p>Grade 5 Nonfiction: Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls</p> <p>Post Reading: Key Ideas and Meaning – graphic organizers, multiple choice and constructed response essays</p>
<p><b>RI 5 Standard 6</b></p>	<p>Summarize key details and ideas to support analysis of central ideas.</p> <p>6.1 Summarize a text with two or more central ideas; cite key supporting details.</p>	<p>All Grade 5 nonfiction.</p> <p>During Reading – Facts and Details 1, 2 and 3</p> <p>Post Reading – Key Ideas and Meaning</p>
<p><b>RI 5 Standard 7</b></p>	<p>Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p>	<p>N/A</p>
<b>Language, Craft and Structure</b>		
<p><b>RI 5 Standard 8</b></p>	<p>Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 Analyze how the author uses words and phrases to shape and clarify meaning.</p> <p>8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.</p>	<p>All Grade 5 nonfiction</p> <p>Comprehension Activities: Post Reading – paragraph structure, impact of word choice on meaning and tone.</p> <p>Standard 8.2 is not covered.</p>
<p><b>RI 5 Standard 9</b></p>	<p>Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.</p> <p>9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>	<p>All Grade 5 nonfiction.</p> <p>Pre-reading Vocabulary: usage, synonyms/antonyms, sentence-writing activities.</p> <p>Supplemental activity: Root words and affixes.</p>

**BRIGHTFISH READING: SCCR STANDARDS FOR ELA GRADE 5**

<p><b>RI 5 Standard 10</b></p>	<p>Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. 10.1 Compare and contrast a primary and secondary account of the same event or topic.</p>	<p>Grade 5 Nonfiction Stories: Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls</p> <p>Post Reading: Key Ideas and Meaning; author’s purpose, tone and word usage.</p> <p>Standard 10.1 is not covered.</p>
<p><b>RI 5 Standard 11</b></p>	<p>Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning. 11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.</p>	<p>All Grade 5 nonfiction</p> <p>Standard 11.1 is not covered.</p> <p>11.2 Post Reading: Key Ideas and Meaning – graphic organizers for conclusion/ evidence.</p>
<p align="center"><b>Range and Complexity</b></p>		
<p><b>RI 5 Standard 12</b></p>	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. 12.1 Engage in whole and small group reading with purpose and understanding. 12.2 Read independently for a sustained period of time. 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>At the end of BrightFish Reading Grade 5 scope and sequence, students will have mastered reading nonfiction stories in the Lexile range of 820-910. 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 their skill development.</p>

W.5.1-5.6

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Meaning, Context and Craft</b>		
<p><b>W 5 Standard 1</b></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.                      1.1 Write arguments that:                      a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the claim presented.</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Familiar Strangers, Medieval Legend, Paused, Summer Hoops, Zoo Day, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls</p> <p>Comprehension Post Reading: constructed response essay with teacher feedback.</p>
<p><b>W 5 Standard 2</b></p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                      2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.</p>	<p>All Grade 5 stories</p> <p>Comprehension Post Reading: constructed response essays with teacher feedback.</p>



<p><b>W 5 Standard 3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences</p>	<p>Grade 5 fiction stories: Colossal Coaster, Familiar Strangers, Medieval Legend, Paused, Summer Hoops, Zoo Day</p> <p>Comprehension Post Reading: constructed response essays with teacher feedback.</p>
<b>Language</b>		
<p><b>W 5 Standard 4</b></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.1 When writing: a. show knowledge of the function of conjunctions, prepositions, and interjections; b. form and use the perfect verb tenses; c. use verb tense to convey various times, sequences, states, and conditions; d. recognize and use appropriate continuity or shifts in verb tense; and e. use correlative conjunctions</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Familiar Strangers, Medieval Legend, Paused, Summer Hoops, Zoo Day, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls</p> <p>Comprehension Post Reading: constructed response short answer and essays.</p>
<b>Language</b>		
<p><b>W 5 Standard 5</b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.1 Apply correct usage of capitalization. 5.2 Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>	<p>All grade 5 stories.</p> <p>Vocabulary sentences.</p> <p>Comprehension Post Reading: constructed response essays with teacher feedback.</p> <p>Standard 5.2b is not explicitly covered.</p>

Range and Complexity		
<p><b>W 5</b> <b>Standard 6</b></p>	<p>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity</p>	<p>All grade 5 stories.  BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p>