

Louisiana Student Standards for ELA – Elementary

Correlations for BrightFish Reading to Louisiana Student
Standards for English Language Arts, Grades 2-5



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Louisiana 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
RL.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 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, 3
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Grade 2 Fiction Stories: A Place to Hang, Mystery at the Museum, Oscar, Rained Out Comprehension Activities: Post-Reading
RL.2.3	Describe how characters in a story respond to major events and challenges.	Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip. Comprehension: Post-Reading
RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip. Vocabulary usage; Comprehension: Post-Reading
RL.2.5	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.	Grade 2 Fiction Stories: Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip. Comprehension: Comprehension: Post Reading – graphic organizers
RL.2.6	Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	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. Small group: Read aloud.
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.	Grade 2 Fiction Stories: Ben the Magician, List, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip. Comprehension Activities: 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	N/A

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	or from different cultures.	
Range of Reading and Text Complexity		
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 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.

RI.2.1-2.10: Reading Standards for Informational Text

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
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, Monster Trucks, Mount Rushmore; 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.	Grade 2 Nonfiction Stories: The Cat’s Meow, Chinese New Year, Monster Trucks, Mount Rushmore; Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning
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 Stories: The Cat’s Meow, Chinese New Year, Monster Trucks, Mount Rushmore Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning
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, Monster Trucks, Mount Rushmore 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.	Grade 2 Nonfiction Stories: The Cat’s Meow, Chinese New Year, Monster Trucks, Mount Rushmore; Vocabulary and Comprehension: Online dictionary
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Grade 2 Nonfiction Stories: The Cat’s Meow, Chinese New Year, Monster Trucks, Mount Rushmore; Post Reading – main idea and themes.

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
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, Monster Trucks, Mount Rushmore; Comprehension: Facts and Details
RI.2.8	Describe how reasons or evidence support specific points the author makes in a text.	Grade 2 Nonfiction Stories: The Cat's Meow, Chinese New Year, Monster Trucks, Mount Rushmore; 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
Range of Reading and Level of Text Complexity		
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 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.

RF.2.3-2.4 – Reading Standards for Foundational Skills

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Grade 2 Fiction and Nonfiction: Ben the Magician, The Cat's Meow, Chinese New Year, Hiking Adventure, List, Monster Trucks, Mystery at the Museum, Mount Rushmore, Oscar, A Place to Hang, Rained Out, Road Trip 2.3 a and b: N/A; 2.3 c, d, e and f: Pre-reading: 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
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text 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.	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: During Reading; Post Reading; Small Group: Read-aloud

W2.1-2.10

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
W.2.1	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.	Grade 2 Fiction and Nonfiction: Ben the Magician, The Cat’s Meow, Chinese New Year, Hiking Adventure, List, Monster Trucks, Mystery at the Museum, Mount Rushmore, Oscar, A Place to Hang, Rained Out, Road Trip; Supplemental Worksheet – Comprehension post-reading.
W.2.2	Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Grade 2 Fiction and Nonfiction: Ben the Magician, The Cat’s Meow, Chinese New Year, Hiking Adventure, List, Monster Trucks, Mystery at the Museum, Mount Rushmore, Oscar, A Place to Hang, Rained Out, Road Trip; Supplemental Worksheet – Comprehension post-reading.
W.2.3	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.	N/A
W.2.4	With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.	N/A
W.2.5	Participate in shared research and writing projects.	N/A
W.2.6	Recall information from experiences or gather information from provided sources to answer a question.	All Grade 2 stories Supplemental worksheet: Comprehension Post Reading

L.2.1-2.6: Language Standards

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	N/A
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	N/A
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,

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 2

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	a. Compare formal and informal uses of English.	Mount Rushmore, Mystery at the Museum, Oscar, A Place to Hang, Rained Out, Road Trip Vocabulary usage Standard 2.3a is not covered.
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 stories. Pre-reading: vocabulary usage
L.2.5	Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives.	All Grade 2 stories. 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 stories. Vocabulary word usage; Comprehension facts and details.

Louisiana 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
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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 Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
RL.3.2	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.	Grade 3 Fiction Stories: A Challenge for Anansi, Stone Soup Comprehension: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	All Grade 3 Fiction Stories. Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
RL.3.4	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	All Grade 3 Fiction Stories Pre-reading: Vocabulary Post-reading: Key Ideas and Meaning
RL.3.5	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.	N/A
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	All Grade 3 Fiction Stories. Comprehension Activities: Post Reading: Key Ideas and Meaning
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	Grade 3 Fiction stories. Key Facts and details.
RL.3.8	(Not applicable to literature)	N/A
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	N/A

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
Range of Reading and Level of Text Complexity		
RL.3.10	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. Poetry is not addressed in the current version.

RI.3.1-3.10: Reading Standards for Informational Text

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Grade 3 Nonfiction Stories: The Nile River, Abandon Ship!, Hold Your Horses. Comprehension Activities: During Reading: Facts and Details 1, 2, 3
RI.3.2	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: Key Ideas and Meaning
RI.3.3	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 Activities: Post Reading: Key Ideas and Meaning
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 Stories: The Nile River, Abandon Ship!, Hold Your Horses. Vocabulary: Key words 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.	Grade 3 Challenge Activity - sidebars

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
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
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	Grade 3 Challenge Activity
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
Range of Reading and Level of Text Complexity		
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 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.

RF.3.3-3.4: Foundational Skills

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words	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. A: N/A B-D: 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
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	All grade 3 stories. a. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
	<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>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
W.3.1.	<p>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</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>
W.3.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension; b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; d. Provide a concluding statement or section.</p>	<p>All Grade 3 stories.</p> <p>Comprehension Post Reading: constructed response (short answer and essay)</p>
W.3.3	<p>Write narratives to develop real or imagined experiences or events.</p>	N/A
W.3.4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>All Grade 3 stories.</p> <p>Comprehension Post Reading: essay with helper tools and teacher feedback.</p>
W.3.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>All Grade 3 stories.</p> <p>Comprehension Post Reading: essay with helper tools and teacher feedback.</p>
W.3.6	<p>With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.</p>	<p>All Grade 3 stories.</p> <p>Comprehension Post Reading: open response essay with helper tools and teacher feedback.</p>

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 3

W.3.7	Conduct short research projects that build knowledge about a topic.	N/A
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	N/A
Range of Writing		
W.3.10	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.

L3.1-3.6: Language

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
L.3.1	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 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. Comprehension Facts and Details; Post-reading; open response short answer and essay questions.
L.3.2	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 (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and	All Grade 3 stories: Vocabulary writing activity; Comprehension Post Reading – constructed response; online dictionary Standard 3.2b is not covered.

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 3

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	<p>generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
L.3.3.	<p>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..</p>	<p>All Grade 3 stories:</p> <p>A: Vocabulary writing activity; Comprehension Post Reading – constructed response. Standard 3.3b is not covered.</p>
L.3.4	<p>Determine or clarify the meaning of 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>All Grade 3 stories.</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>
L.3.5	<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 During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Standard 3.5b is not covered.</p>
L.3.6	<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 comprehension activities.</p>

Louisiana 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
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, Theft in the Garden, Waterlogged Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	All fiction stories. Comprehension Activities: Post Reading: Key Ideas and Meaning
RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	All fiction stories. Comprehension Activities: Post Reading: Key Ideas and Meaning
RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	All fiction stories. Pre-reading: Vocabulary Post Reading: Key Ideas and Meaning
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 about a text.	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: The Haunted House, Waterlogged. Mini-lesson: compare impact of the use of first and third person.
RL.4.7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	N/A
RL.4.8.	(Not applicable to literature)	N/A
RL.4.9.	Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	N/A
STANDARD	READING: LITERATURE	BRIGHTFISH READING

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 4

REFERENCE		
Range of Reading and Level of Text Complexity		
RL.4.10.	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 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.

RI.4.1-4.10: Reading Standards for Informational Text

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
RI.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 Nonfiction Stories: Alexander’s Horse, Brainy Bio, Creatures of the Ice Age, Mars Comprehension: Facts and Details 1, 2, 3; Post-Reading
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	All nonfiction stories. Comprehension Activities: During Reading: Facts and Details 1, 2, 3
RI.4.3	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 nonfiction stories. Comprehension Activities: Post Reading: Key Ideas and Meaning
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	All nonfiction stories. Vocabulary: Key words Comprehension During Reading – Facts and Details 1, 2 and 3; Post Reading – Key Ideas and Meaning
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	All nonfiction stories. Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RI.4.6	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
RI.4.7	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 Challenge Activities.

BRIGHTFISH READING: LA STANDARDS FOR ELA GRADE 4

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
RI.4.8	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 Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A
RI.4.1.0	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 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.

RF.4.3-4.4: Foundational Skills

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Grade 4 Fiction and Nonfiction Stories: Alexander’s Horse, Brainy Bio, 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 Pre-reading: Word for Word (visual match), Sound for Word (sound match): Words and phrases.
RF.4.4.	Read with sufficient accuracy and fluency to support comprehension. 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.	All grade 4 stories. During Reading – Facts and Details, Post Reading – Key Ideas and Meaning; Story Read-aloud Small Group Activity: Read Aloud During Reading – Facts and Details, Post Reading – Key Ideas and Meaning

W.4.1-4.10: Writing

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	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 Comprehension Post Reading: constructed response essay questions
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	All grade 4 stories. Comprehension Post Reading: constructed response essay questions.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Haunted House: Write a new ending for the story Post Reading constructed response essay question.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	All grade 4 stories. Comprehension Post Reading: open response essays.

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W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	All grade 4 stories. Comprehension Post Reading: open response essays with teacher feedback.
W.4.6	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	All grade 4 stories. Comprehension Post Reading: open response essays with teacher feedback.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	N/A
W.4.8	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.	N/A
W.4.9	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 stories. Comprehension Post Reading: open response essays a) story themes, character development; b) main idea/supporting details, reasons and evidence.
Range of Writing		
W.4.10	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
L.4.1.	<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: 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>Vocabulary: Writing sentences. Post Reading: Constructed response short answer and essay.</p>
L.4.2.	<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 stories.</p> <p>Vocabulary: Writing sentences. Post Reading: Constructed response short answer, essay.</p> <p>The BrightFish system provides corrective feedback for capitalization, spelling and punctuation.</p>
L.4.3.	<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 stories</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>
L.4.4.	<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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; 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>All Grade 4 stories Pre-reading: Vocabulary; During Reading: Facts and Details 1, 2,3; Post Reading: Key Ideas and Meaning</p> <p>Reference: Online dictionary</p>

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	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.	
L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Grade 4 stories. 4.5 a and b: Hold Your Horses, The Longest 15 Minutes: During Reading and Post-Reading 4.5 c: All stories: Vocabulary: word usage, synonym/antonym graphic organizers
L.4.6.	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).	All Grade 4 stories Pre-reading: Vocabulary During Reading: Facts and Details 1, 2,3

Louisiana 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
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: Colossal Coaster, Familiar Strangers, Medieval Legend, Paused, Summer Hoops, Zoo Day During Reading – Facts and Details 1, 2 and 3
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.	Grade 5 stories Post Reading: Key Ideas and Meaning
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 stories Post Reading: Key Ideas and Meaning
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 stories Pre-reading: Vocabulary 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 stories Post Reading: Key ideas and meaning
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.	Grade 5 challenge activity.
RL.5.8	(Not applicable to literature)	N/A
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	N/A
RL.5.10	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 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.

RI.5.1-5.10: Reading Standards for Information Text

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 5 Nonfiction Stories: Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls: During Reading – Facts and Details
RI.5.2	Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text.	Grade 5 stories. During Reading: Facts and Details
RI.5.3	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 challenge activity.
RI.5.4	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 stories. Vocabulary: Key words During Reading – Facts and Details 1, 2 and 3; Post Reading – Key Ideas and Meaning
RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Grade 5 challenge activity.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	N/A
RI.5.7	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.	N/A
RI.5.8	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 stories. During Reading – Facts and Details; Post Reading – Key Ideas and Meaning
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Grade 5 stories: Medieval Legend, Goliath Frogs Small Group Activities: Mini-lesson: compile information from 2 different texts on King Arthur and Goliath Frogs; prepare a short presentation
RI.5.10	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 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 820-910. 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
RF.5.3	<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, Familiar Strangers, Medieval Legend, Paused, Summer Hoops, Zoo Day, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls</p> <p>Pre-reading: Word for Word (visual match), Sound for Word (sound match): Words 1, 2, 3, 4 and 5; Phrases 1, 2 and 3</p>
RF.5.4	<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 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
W.5.1	<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 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 essay questions</p>
W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when</p>	<p>All grade 4 stories.</p> <p>Comprehension Post Reading: constructed response essay questions.</p>

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	<p>useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>Paused: Write a new character for the story.</p> <p>Post Reading constructed response essay question.</p>
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<p>All grade 4 stories.</p> <p>Comprehension Post Reading: open response essays.</p>
W.5.5	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>All grade 4 stories.</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p>
W.5.6	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	<p>All grade 4 stories.</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p>
W.5.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	N/A
W.5.8	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.	N/A
W.5.9	Draw relevant evidence from grade-appropriate literary or informational	All grade 4 stories.

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	<p>texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Comprehension Post Reading: open response essays</p> <p>a) story themes, character development and interactions;</p> <p>b) main idea/supporting details, reasons and evidence.</p>
<p>W.5.10</p>	<p>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.</p>	<p>BrightFish Reading offers multiple opportunities for writing in the vocabulary and comprehension sections of the program.</p>

L.5.1-5.6: Language

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
L.5.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend; The Butterfly: A Chinese Tale, The Longest 15 Minutes, Charlie and the Chocolate Factory, Paused, Underdogs, Goliath Frogs Vocabulary – Key words; Comprehension Post Reading – short answer and essay responses.</p> <p>Standard 5.1a is not covered.</p>
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All stories: Vocabulary and comprehension open response.</p> <p>The BrightFish system provides corrective feedback for capitalization, punctuation and spelling.</p>
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	N/A
L.5.4	<p>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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>All Grade 5 stories.</p> <p>Pre-reading: Vocabulary Usage with online dictionary.</p>

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STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</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>	
L.5.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>5.5 a and b: Paused, Medieval Legend, Familiar Strangers Comprehension During Reading: Facts and Details; Post Reading: Key Ideas and Meaning</p> <p>5.5c: All stories. Pre-reading: Vocabulary usage.</p>
L.5.6.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>All Grade 5 stories. Pre-reading: Vocabulary Comprehension – During Reading: Facts and Details</p>