

# **EXAMPLES OF ADULT PHAST PACES CURRICULA ALIGNMENT WITH THE COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH/LANGUAGE ARTS AND LITERACY** (READING, SPEAKING AND LISTENING, LANGUAGE, AND FOUNDATIONAL SKILLS)

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**EXAMPLES OF ADULT PHAST PACES CURRICULA ALIGNMENT  
WITH THE COLLEGE AND CAREER READINESS STANDARDS  
FOR ENGLISH/LANGUAGE ARTS  
AND LITERACY**

**(READING, SPEAKING AND LISTENING, LANGUAGE, AND FOUNDATIONAL SKILLS)**

**ELA/Literacy Standards: Reading, Grades K-12**

***(R) CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.***

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Ask and answer questions about key details in a text. (RI/RL 1.1)	N/A	✓	Lessons 11-31
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)	N/A	✓	Lessons 13-31
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)	N/A	✓	Lessons 28-31
b. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	N/A	✓	Lessons 28-31

<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> <li>• <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)</li> <li>• <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)</li> </ul>	N/A	N/A	N/A
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> <li>• <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending such features as the date and origin of the information. (RH.9-10.1)</li> <li>• <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions. (RST.9-10.1)</li> </ul>	N/A	N/A	N/A

**(R) CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** (Apply this standard to texts of appropriate complexity as outlined by Standard 10)

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Identify the main topic and retell key details of a text. (RI.1.2)	N/A	✓	Lessons 13-31 (most lessons)
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)	N/A	✓	Lessons 13-31 (most lessons)
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)	N/A	✓	Lessons 15-31 (most lessons)
b. Determine theme of a story, drama or poem from the details in the text; summarize the text. (RL.4.2)	N/A	✓	Lessons 22, 28-29
<b>Grade 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2) <ul style="list-style-type: none"> <li><i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)</li> </ul>	N/A	✓	Lessons 15-31 (most lessons)

<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2) b.	N/A	N/A	N/A
c. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simple but still accurate terms. (RST.11-12.2)	N/A	N/A	N/A

**(R) CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** (Apply this standard to texts of appropriate complexity as outlined by Standard 10)

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)	N/A	✓	Lessons 13-31 (most lessons)
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)	N/A	✓	Lessons 13-31 (select lessons)
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)	N/A	✓	Lessons 13-31 (select lessons)
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) <ul style="list-style-type: none"> <li>• <i>Application:</i> identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)</li> </ul>	N/A	✓	Lessons 13-31 (select lessons)

b. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)	N/A	N/A	N/A
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)	N/A	N/A	N/A
b. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)	N/A	N/A	N/A
c. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined by the text. (RST.9-10.3)	N/A	N/A	N/A



**(R) CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)	N/A	✓	Lessons 11-31  (Acquiring Vocabulary & Clarifying Strategies)
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)	N/A	✓	Lessons 11-31  (Acquiring Vocabulary & Clarifying Strategies)
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)	N/A	✓	Lessons 11-31  (Acquiring Vocabulary & Clarifying Strategies)
b. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)	N/A	✓	Lessons 11-31  (Acquiring Vocabulary & Clarifying Strategies)  (Instruction on metaphors and similes in Lesson 10)
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)	N/A	N/A	N/A

<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</p> <ul style="list-style-type: none"> <li>• <i>Application:</i> determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)</li> </ul>	N/A	N/A	N/A

**(R) CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.**

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)	N/A	✓	Lessons 11-31
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)	N/A	✓	Lessons 11-31
b. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)	N/A	N/A	N/A
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)	N/A	✓	Lessons 14-31 (most lessons)
b. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts. (RI.5.5)	N/A	N/A	N/A

<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.7.5)	N/A	✓	Lessons 14-31 (most lessons)
b. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)	N/A	✓	Lessons 14-31 (most lessons)
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or a chapter). (RI.9-10.5)	N/A	N/A	N/A
b. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (RI.11-12.5)	N/A	N/A	N/A

**(R) CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.**

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
N/A	N/A	N/A	N/A
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)	N/A	✓	Lessons 23-31
b. Distinguish their own point of view from that of the author of a text. (RI.3.6)	N/A	✓	Lesson 21 (Persuasive Text)
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)	N/A	N/A	N/A
b. Describe how a narrator's or speaker's point of view influences how events are described. (RI.5.6)	N/A	N/A	N/A
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)	N/A	N/A	N/A
b. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)	N/A	✓	Lesson 23 (Predicting the Writer's Purpose)

<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>a. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <ul style="list-style-type: none"> <li>• <i>Application:</i> analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)</li> </ul>	N/A	N/A	N/A
<p>b. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p>	N/A	N/A	N/A
<p>c. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>	N/A	N/A	N/A

***(R) CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.***

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)	N/A	✓	Lessons 11-31 (Predicting Strategy)
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
a. Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)	N/A	✓	Lessons 11-31 (Predicting Strategy)
b. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)	N/A	N/A	N/A
<b><i>Grades 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
a. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)	N/A	N/A	N/A
b. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)	N/A	N/A	N/A

<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)	N/A	N/A	N/A
b. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6.-8-7)	N/A	N/A	N/A
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	N/A	N/A	N/A
b. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)	N/A	N/A	N/A
c. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)	N/A	N/A	N/A



***(R) CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.***

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Identify the reasons an author gives to support points in a text. (RI.1.8)	N/A	✓	Lessons 13-31 (most lessons)
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Describe how reasons support specific points the author makes in a text. (RI.2.8)	N/A	✓	Lessons 13-31 (most lessons)
<b><i>Grades 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)	N/A	✓	Lessons 13-31 (most lessons)
<b><i>Grades 6-8</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)	N/A	N/A	N/A
<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)	N/A	N/A	N/A

**(R) CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

*(Apply this standard to texts of appropriate complexity as outlined by Standard 10)*

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Identify basic similarities in and differences between two texts on the same topic (e.g., in the illustrations, descriptions, or procedures). (RI.1.9)	N/A	N/A	N/A
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)	N/A	N/A	N/A
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)	N/A	N/A	N/A
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of the fact or interpretation. (RI.8.9)	N/A	N/A	N/A

<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)	N/A	N/A	N/A
b. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)	N/A	N/A	N/A
c. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9) <ul style="list-style-type: none"> <li>• <i>Application:</i> compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</li> </ul>	N/A	N/A	N/A

## **ELA/Literacy Standards: Speaking and Listening, Grades K-12**

***(SL) CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Participate in collaborative conversations with diverse partners in small and larger groups.	✓	✓	Within the curriculum design
a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	Within the curriculum design
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	✓	Within the curriculum design
c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)	✓	✓	Within the curriculum design  In particular, once Clarifying Strategy is introduced in Adult PACES Lesson 5
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</u>	✓	✓	Within the curriculum design
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	N/A	N/A	N/A

b. Follow agreed upon rules for discussions ( <u>e.g., gaining the floor in respectful ways</u> , listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	Within the curriculum design
c. Ask questions to <u>check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u>	✓	✓	Within the curriculum design  In particular, once Evaluating Strategy is introduced in Adult PACES Lesson 13 and once Game Plan is introduced in Adult PHAST Lesson 21
d. Explain their own ideas and understanding in light of the discussion. (SL.3.1)	✓	✓	Within the curriculum design
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.	✓	✓	Within the curriculum design
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b.	N/A	N/A	N/A
c. Follow agreed-upon rules for discussions <u>and carry out assigned roles.</u>	✓	✓	Within the curriculum design
d. <u>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on</u> the remarks of others.	✓	✓	Within the curriculum design  In particular, once Evaluating Strategy is introduced in Adult PACES Lesson 13 and once Game Plan is introduced in Adult PHAST Lesson 21

e. <u>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</u> (SL.5.1)	✓	✓	Within the curriculum design
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.	N/A	N/A	N/A
a. Come to discussions, prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	N/A	N/A	N/A
b.			
c. <u>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</u>	N/A	N/A	N/A
d. <u>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</u>	N/A	N/A	N/A
e. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1.)	N/A	N/A	N/A
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<u>Initiate and participate</u> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly <u>and persuasively</u> .	N/A	N/A	N/A

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from</u> texts and <u>other research</u> on the topic or issue <u>to stimulate a thoughtful, well-reasoned exchange of</u> ideas.	N/A	N/A	N/A
b. <u>Work with peers to set rules</u> for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), <u>clear</u> goals and deadlines, and individual roles as needed.	N/A	N/A	N/A
c. <u>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</u>	N/A	N/A	N/A
d. <u>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement,</u> and, when warranted, qualify or justify their own views and understanding <u>and make new connections</u> in light of the evidence <u>and reasoning</u> presented. (SL.9-10.1)	N/A	N/A	N/A

**(SL) CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2.)	✓	✓	Within the curriculum design
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<u>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u> (SL.3.2)	N/A	✓	Lessons 13-31 (most lessons)
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. <u>Paraphrase portions</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)	N/A	✓	Lessons 13-31 (most lessons)
b. <u>Summarize a written</u> text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	N/A	✓	Lessons 15-31 (In most lessons; oral or written summaries are accepted.)
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u> (SL.8.2)	N/A	✓	Lesson 23 (Predicting the Writer's Purpose)



<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<u>Integrate multiple sources</u> of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u> (SL.11-12.2)	N/A	N/A	N/A

***(SL) CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Ask and answer questions in order to seek help, get information, or clarify select thing that is not understood. (SL.K.3)	N/A	✓	Vocabulary Bridge 1-Lesson 31
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Ask and answer questions <u>about information from a speaker, offering appropriate elaboration and detail.</u> (SL.3.3)	N/A	N/A	N/A
<b><i>Grades 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u> (SL.5.3)	N/A	N/A	N/A
<b><i>Grades 6-8</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u> (SL.8.3)	N/A	N/A	N/A
<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u> (SL.11-12.3)	N/A	N/A	N/A

***(SL) CCR Anchor 4: Present Information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)	N/A	✓	Vocabulary Bridge 1-Lesson 31
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, <u>speaking clearly at an understandable pace.</u> (SL.3.4)	N/A	✓	Vocabulary Bridge 1-Lesson 31
<b><i>Grades 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Report on a topic or text or <u>present an opinion, sequencing ideas logically and using</u> appropriate facts and relevant, descriptive details <u>to support main ideas or themes</u> ; speak clearly at an understandable pace. (SL.5.4)	N/A	✓	Lessons 15-3 (Most Lessons)
<b><i>Grades 6-8</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Present claims and findings, emphasizing salient points in a <u>focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</u> (SL.8.4)	N/A	N/A	N/A
<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Present <u>information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</u> (SL.9-10.4)	N/A	N/A	N/A

***(SL) CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
N/A	N/A	N/A	N/A
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
N/A	N/A	N/A	N/A
<b><i>Grades 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)	N/A	N/A	N/A
<b><i>Grades 6-8</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Integrate</u> multimedia and visual displays into presentations to <u>clarify information, strengthen claims and evidence, and add interest.</u> (SL.8.5)	N/A	N/A	N/A
<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements)</u> in presentations to <u>enhance understanding of findings, reasoning, and evidence and to add interest.</u> (SL.11-12.6)	N/A	N/A	N/A

***(SL) CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
a. Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)	✓	✓	Within the curriculum design
b. Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)	✓	✓	Within the curriculum design
<b><i>Grades 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Speak in complete sentences when appropriate to task and situations <u>in order to provide requested detail or clarification.</u> (See Language standards 1 and 3.) (SL.3.6)	✓	✓	Within the curriculum design
<b><i>Grades 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation.</u> (See Language standards 1 and 3.) (SL.4.6)	N/A	N/A	N/A
<b><i>Grades 6-8</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
<u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u> (See Language standards 1 and 3 for specific expectations.) (SL.8.6)	N/A	N/A	N/A
<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.11-12.6)	N/A	N/A	N/A

## **ELA/Literacy Standards: Language, Grades K-12**

***(L) CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	Opportunities throughout program
a. Print all upper-and lowercase letters.	✓	✓	All lessons
b. Use common, proper, and possessive nouns.	✓	✓	Opportunities throughout program
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops, We hop</i> ).	✓	✓	Opportunities throughout program
d. Use personal possessive and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).	✓	✓	Opportunities throughout program
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	✓	✓	Opportunities throughout program
f. Use frequently occurring adjectives.	✓	✓	Opportunities throughout program
g. Use frequently occurring nouns and verbs.	✓	✓	Opportunities throughout program
h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	✓	✓	Opportunities throughout program
i. Use determiners (e.g., articles, demonstratives).	✓	✓	Opportunities throughout program
j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	✓	✓	Opportunities throughout program

k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	✓	✓	Adult PHAST: Opportunities throughout program  Adult PACES: Vocabulary Bridge 1-Lesson 31
l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)	✓	✓	Opportunities throughout program
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	Opportunities throughout program
a. Use collective nouns (e.g., <i>group</i> ).	✓	✓	Opportunities throughout program
b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary Strategy)
c. Form and use regular and irregular plural nouns.	✓	✓	Opportunities throughout program
d. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	✓	✓	Opportunities throughout program
e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	✓	✓	Opportunities throughout program
f. Use abstract nouns (e.g., <i>childhood</i> ).	✓	✓	Opportunities throughout program
g. Form and use regular and irregular verbs.	✓	✓	Opportunities throughout program
h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	✓	✓	Opportunities throughout program

i. Ensure subject-verb and pronoun-antecedent agreement.	✓	✓	Opportunities throughout program
j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	✓	✓	Opportunities throughout program
k. Use coordinating and subordinating conjunctions.	✓	✓	Opportunities throughout program
l. Produce simple, compound and complex sentences.	✓	✓	Opportunities throughout program
m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; the action movie was watched by the little boy</i> ). (L.2.1 and 3.1 merge)	N/A	N/A	N/A
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	Opportunities throughout program
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	N/A	N/A	N/A
b. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	✓	✓	Adult PHAST: Opportunities throughout program  Adult PACES: Vocabulary Bridge 1-Lesson 31
c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	✓	✓	Opportunities throughout program



d. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	✓	✓	Opportunities throughout program
e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.	✓	✓	Opportunities throughout program
f. Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	Opportunities throughout program
g. Recognize and correct inappropriate shifts in verb tense.	N/A	N/A	N/A
h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	N/A	N/A	N/A
i. Form and use prepositional phrases.	N/A	N/A	N/A
j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).	N/A	N/A	N/A
k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	N/A	N/A	N/A
l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ). (L.4.1 and 5.1 merge)	N/A	✓	Opportunities throughout program
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	Opportunities throughout program
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	N/A	N/A	N/A
b. Use intensive pronouns.	N/A	N/A	N/A

c. Recognize and correct inappropriate shifts in pronoun number and persons.	N/A	✓	Lessons 9 & 11 (Clarifying Strategy)
d. Recognize and correct vague or unclear pronouns.	N/A	✓	Lessons 9 & 11 (Clarifying Strategy)
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	N/A	N/A	N/A
f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	N/A	N/A	N/A
g. Form and use verbs in the active and passive voice.	✓	✓	Opportunities throughout program
h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	N/A	N/A	N/A
i. Recognize and correct inappropriate shifts in verb voice and mood.	N/A	N/A	N/A
j. Explain the function of phrases and clauses in general and their function in specific sentences.	N/A	N/A	N/A
k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	N/A	N/A	N/A
l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)	N/A	N/A	N/A

<b><i>Grades 9-12</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	N/A	N/A	N/A
a. Use parallel structure.	N/A	N/A	N/A
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9.-10.1)	N/A	N/A	N/A

***(L) CCR Anchor 2: Demonstrate command of the conventions of Standard English capitalizations, punctuation, and spelling when writing.***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	Lessons that require spelling and/or sentence writing
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	✓	✓	Lessons that require sentence writing
b. Capitalize dates and names of people.	N/A	✓	Lessons that require sentence writing & discussed in Lesson 5
c. Recognize and name end punctuation.	N/A	N/A	N/A
d. Use end punctuation for sentences.	✓	✓	Lessons that require sentence writing
e. Use commas in dates and to separate single words in a series.	N/A	✓	Opportunities throughout program
f. Write a letter or letters for most consonant and short vowel sounds (phonemes).	✓	✓	Adult PHAST: Lessons 1-30 (select lessons)  Adult PACES: Lessons that require individual word or sentence writing
g. Spell simple words phonetically, drawing on knowledge of letter sound relationships.	✓	✓	Adult PHAST: Lessons 4-30 (most lessons)  Adult PACES: Lessons that require individual word or sentence writing

h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	✓	✓	Adult PHAST: Lessons 4-30 (most lessons)  Adult PACES: Lessons that require individual word or sentence writing
i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)	✓	✓	Adult PHAST: Lessons 4-30 (most lessons)  Adult PACES: Lessons that require individual word or sentence writing
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	Lessons that require spelling and/or sentence writing
a. Capitalize holidays, product names, and geographic names.	N/A	✓	Lessons that require sentence writing & discussed in Lesson 5
b. Capitalize appropriate words in titles.	N/A	✓	Lessons 11 & 23 (worksheets)
c. Use commas in greetings and closings of letters.	N/A	N/A	N/A
d. Use commas in addresses.	N/A	N/A	N/A
e. Use commas and quotation marks in dialogue.	N/A	N/A	N/A
f. Use an apostrophe to form contractions and frequently occurring possessives.	N/A	✓	Lessons that require individual word or sentence writing
g. Form and use possessives.	N/A	✓	Lessons that require individual word or sentence writing

h. Use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	✓	✓	Adult PHAST: Lessons 4-30 (select lessons)  Adult PACES: Lessons that require individual word or sentence writing
i. Generalize learned spelling patterns when writing words (e.g., <i>cage—badge; boy—boil</i> ).	✓	✓	Adult PHAST: Lessons 4-30 (select lessons)  Adult PACES: Lessons that require individual word or sentence writing
j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	✓	✓	Adult PHAST: Lessons 4-30  Adult PACES: Lessons that require individual word or sentence writing
k. Consult reference materials including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)	N/A	N/A	N/A
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	Lessons that require spelling and/or sentence writing
a. Use correct capitalization.	✓	✓	Lessons that require sentence writing
b. Use commas and quotation marks to mark direct speech and quotations from a text.	N/A	N/A	N/A
c. Use punctuation to separate items in a series.	N/A	✓	Opportunities throughout program
d. Use a comma to separate an introductory element from the rest of the sentence.	N/A	N/A	N/A

e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	N/A	N/A	N/A
f. Use underlining, quotation marks, or italics to indicate titles of works.	N/A	N/A	N/A
g. Use a comma before a coordinating conjunction in a compound sentence.	N/A	N/A	N/A
h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5. 2 merge)	✓	✓	Adult PHAST: Lessons 4-30 (most lessons)  Adult PACES: Lessons that require individual word or sentence writing
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	Lessons that require spelling and/or sentence writing
a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.	N/A	N/A	N/A
b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	N/A	N/A	N/A
c. Use an ellipsis to indicate an omission.	N/A	N/A	N/A

d. Spell correctly. (L.6.2 through 8.2 merge)	✓	✓	Adult PHAST: Lessons 4-30 (most lessons)  Adult PACES: Lessons that require individual word or sentence writing
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	Lessons that require spelling and/or sentence writing
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	N/A	N/A	N/A
b. Use a colon to introduce a list or quotation.	N/A	N/A	N/A
c. Spell correctly. (L.9-10.2)	✓	✓	Adult PHAST: Lessons 4-30 (most lessons)  Adult PACES: Lessons that require individual word or sentence writing



**(L) CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<i>Note: This standard does not begin until grade 2 in the Common Core State Standards.</i>	N/A	N/A	N/A
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	N/A	✓	Vocabulary Bridge 1-Lesson 31
a. Choose words and phrases for effect.	N/A	✓	Vocabulary Bridge 1-Lesson 31
b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)	N/A	N/A	N/A
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	N/A	✓	Vocabulary Bridge 1-Lesson 31
a. Choose words and phrases to convey ideas precisely.	N/A	✓	Vocabulary Bridge 1-Lesson 31
b. Choose punctuation for effect.	N/A	N/A	N/A
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).	N/A	N/A	N/A
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	N/A	✓	Lessons 15-31 (Summarizing and Elaborating Strategies)

e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)	N/A	N/A	N/A
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	N/A	N/A	N/A
a. Vary sentence patterns for meaning, reader/listener, interest, and style.	N/A	N/A	N/A
b. Maintain consistency in style and tone.	N/A	N/A	N/A
c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)	N/A	N/A	N/A
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
N/A	N/A	N/A	N/A

**(L) CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials as appropriate.**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)
a. Use sentence-level context as a clue to the meaning of a word or phrase.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)
b. Use frequently occurring affixes as a clue to the meaning of a word.	N/A	✓	Lessons 1-31 (Acquiring Vocabulary Strategy)
c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ). (L.1.4)	N/A	✓	Lessons 1-31 (Acquiring Vocabulary Strategy)
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)
a. Use sentence-level context as a clue to the meaning of a word or phrase.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell, retell</i> ).	N/A	✓	Lessons 1-31 (Acquiring Vocabulary Strategy)

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).	N/A	✓	Lessons 1-31 (Acquiring Vocabulary Strategy)
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).	N/A	N/A	N/A
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)	N/A	✓	Students can access reference materials as needed and/or guided by instructor.
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategies)
a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategies)
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>autograph</i> , <i>photograph</i> , <i>photosynthesis</i> ).	N/A	✓	Lessons 1-31 (Acquiring Vocabulary Strategy)
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.4.4 and 5.4 merge)	N/A	✓	Students can access reference materials as needed and/or guided by instructor.

<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategies)
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	N/A	✓	Lessons 1-31 (Acquiring Vocabulary Strategy)
c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	N/A	✓	Students can access reference materials as needed and/or guided by instructor.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)	N/A	✓	Lesson 6-31 (Clarifying Strategy)
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary & Clarifying Strategy)

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	N/A	✓	Vocabulary Bridge 1- Lesson 31
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.	N/A	✓	Students can access reference materials as needed and/or guided by instructor.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)	N/A	✓	Lesson 6-31 (Clarifying Strategy)

**(L) CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary Strategy)
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	N/A	N/A	N/A
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims, a <i>tiger</i> is a large cat with stripes).	N/A	N/A	N/A
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary Strategy)
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings. (L.1.5)	N/A	N/A	N/A
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate understanding of word relationships and nuances in word meanings.	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary and Clarifying Strategies)
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i> ).	N/A	✓	Lessons 10 & 12 (Clarifying Strategy)

b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	N/A	✓	Vocabulary Bridge 1-Lesson 31 (Acquiring Vocabulary Strategy)
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ). (L.3.5)	N/A	N/A	N/A
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	N/A	✓	Vocabulary Bridge 1-Lesson 31  (Acquiring Vocabulary and Clarifying Strategies)
a. Interpret figurative language, including similes and metaphors, in context.	N/A	✓	Lesson 10 & 12 (Clarifying Strategy)
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	N/A	N/A	N/A
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)	N/A	✓	Lessons 3-31  (Acquiring Vocabulary & Clarifying Strategies)
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
N/A	N/A	N/A	N/A
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
N/A	N/A	N/A	N/A



**(L) CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension and expression.**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ). (L.1.6)	✓	✓	Adult PHAST: Opportunities throughout program  Adult PACES: Vocabulary Bridge 1-Lesson 31
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i> ). (L.2.6)	✓	✓	Adult PHAST: Opportunities throughout program  Adult PACES: Vocabulary Bridge 1-Lesson 31
b. Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). (L.3.6)	✓	✓	Adult PHAST: Opportunities throughout program  Adult PACES: Vocabulary Bridge 1-Lesson 31

<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> <li>a. signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>).</li> <li>b. are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</li> <li>c. signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</li> </ul> <p>(L.4.6 and 5.6 merge)</p>	N/A	✓	Vocabulary Bridge 1- Lesson 31
<b>Grades 6-8</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>Acquire and use accurately level-appropriate general academic and domain-specific word and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>(L.8.6)</p>	N/A	✓	Vocabulary Bridge 1-Lesson 31
<b>Grades 9-12</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>(L.11-12.6)</p>	N/A	N/A	N/A

## **Reading Standards: Foundational Skills, Grades K-5**

***RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
(Phonological Awareness)***

<b><i>Grades K-1</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
Demonstrate understanding of spoken words, syllables and sounds (phonemes).	✓	N/A	All lessons
a. Recognize and produce rhyming words.	N/A	N/A	N/A
b. Distinguish long from short vowel sounds in spoken single-syllable words.	✓	N/A	All lessons
c. Count, pronounce, blend, and segment syllables in spoken words.	✓	N/A	All lessons
d. Blend and segment onsets and rimes of single-syllable spoken words.	N/A	N/A	N/A
e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	✓	N/A	All lessons
f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	✓	N/A	All lessons
g. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	✓	N/A	All lessons
h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF. K.2 and 1.2 merge)	✓	N/A	All lessons

<b><i>GRADES 2-3</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
N/A	N/A	N/A	N/A
<b><i>GRADES 4-5</i></b>	<b><i>Adult PHAST</i></b>	<b><i>Adult PACES</i></b>	<b><i>Lesson Number/Activity</i></b>
N/A	N/A	N/A	N/A

**RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
(Phonics and Word Recognition)**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Know and apply grade-level phonics and word analysis skills in decoding words.	✓	N/A	Lessons 4-30
a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	✓	N/A	Lessons 1-30
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	✓	N/A	Lessons 4-30
c. Know the spelling-sound correspondences for common consonant digraphs.	✓	N/A	Lessons 6-30
d. Decode regularly spelled one-syllable words.	✓	N/A	Lessons 4-30
e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	✓	N/A	Opportunities throughout program
f. Know final -e and common vowel team conventions for representing long vowel sounds.	✓	N/A	Lessons 7-30
g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	✓	N/A	Lessons 8-30
h. Decode two-syllable words following basic patterns by breaking the words into syllables.	✓	N/A	Lessons 9-30
i. Read words with inflectional endings.	✓	N/A	Lessons 9-30

j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	✓	N/A	Lessons 4-30
k. Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)	✓	N/A	Lessons 5-30
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	Adult PHAST: Lessons 4-30  Adult PACES: Lessons 1-31 (Acquiring Vocabulary Strategy)
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓	N/A	Lessons 4-30
b. Know spelling-sound correspondences for additional common vowel teams.	✓	N/A	Lessons 8-30
c. Identify and know the meaning of the most common prefixes and derivational suffixes.	✓	✓	Adult PHAST: Lessons 10-30 (Peeling Off Strategy)  Adult PACES: Lessons 1-31 (Acquiring Vocabulary Strategy)
d. Identify words with inconsistent but common spelling-sound correspondences.	✓	N/A	Lessons 4-30
e. Decode words with common Latin suffixes.	✓	N/A	Lessons 11-30

f. Decode multi-syllable words.	✓	N/A	Lessons 9-30
g. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)	✓	N/A	Lessons 5-30
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Know and apply grade-level phonics and word analysis skills in decoding words.	✓	N/A	Lessons 4-30
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. (RF.4.3 and 5.3 merge)	✓	N/A	Lessons 9-30

**RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)**

<b>Grades K-1</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Read with sufficient accuracy and fluency to support comprehension.	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: Lessons 11-31
a. Read grade-level text with purpose and understanding.	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: Lessons 11-31
b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: Lessons 11-31
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: Lessons 7-31
<b>Grades 2-3</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Read with sufficient accuracy and fluency to support comprehension.	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: Lessons 11-31
a. Read grade-level text with purpose and understanding.	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: Lessons 11-31



b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	N/A	N/A	N/A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge)	✓	✓	Adult PHAST: Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES: lessons 7-31
<b>Grades 4-5</b>	<b>Adult PHAST</b>	<b>Adult PACES</b>	<b>Lesson Number/Activity</b>
Read with sufficient accuracy and fluency to support comprehension.	✓	✓	Adult PHAST Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES Lessons 11-31
a. Read grade-level text with purpose and understanding.	✓	✓	Adult PHAST Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES Lessons 11-31
b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	N/A	N/A	N/A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge)	✓	✓	Adult PHAST Lessons 11-30 (select lessons – Strategy Application Text Reading)  Adult PACES Lessons 7-31