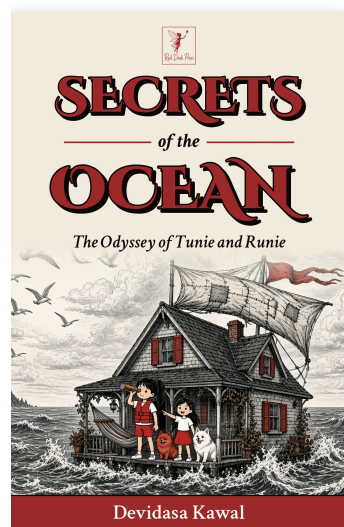




Curriculum Alignment

Secrets of the Ocean: The Odyssey of Tunie and Runie, Book 1, by Devidasa Kawal. A chapter-by-chapter guide to the standards and curriculum units this book supports, for teachers who use it as a read-aloud, a mentor text or an independent-reading choice.



PUBLISHER	Red Desk Press (Tampa, Florida). Red Desk Children is a list of Red Desk Press.
FORMAT	Illustrated early chapter book; 10 chapters; about 11,000 words; 34 illustrations including a map
INTEREST LEVEL	Ages 7 to 10
SUGGESTED GRADES	Read-aloud: grades 1 to 4. Independent reading: grades 2 to 4.
READING LEVEL	About 550L (publisher's estimate, range 500L to 600L). Not an official Lexile measure; the book has not been officially measured.
THEMES	Sisterhood and family; courage while scared; problem-solving; home; the ocean, weather and storms; maps and journeys
TEXT TYPE	Trade fiction (narrative). Not a decodable text.
EDITION	Available now on Kindle: https://www.amazon.com/dp/B0HMZBC6Q2 . Print and bulk ordering: to be announced.

WHAT IS INSIDE

- **Chapter Map:** the focus skill, themes and classroom task for every chapter.
- **Standards by state:** Common Core, California, Texas TEKS, Florida B.E.S.T., New York Next Generation, Virginia SOL and Georgia, with real codes at grades 2, 3 and 4.
- **Curriculum pairings:** units and modules in widely used K-5 programs where this book pairs well.
- **Science, maps and the Science of Reading:** optional NGSS links, plus notes on fluency, vocabulary, comprehension and decodability.

Please read

Red Desk Press is not affiliated with, endorsed by, or an official partner of any curriculum publisher, standards body or state education agency. Curriculum and program names are trademarks of their respective owners and are used here only to identify where this book can pair well as a supplemental, independent-reading or read-aloud text. This book is not part of any program's official materials. Unit and module titles vary by edition; check your own teacher's guide. Standard codes were checked against official documents in October 2026; standards change, so confirm current wording with your state or district.

"Supports" means a chapter gives students a natural chance to practice a standard through the task shown. It does not mean the book alone fully teaches or assesses that standard. A spreadsheet version with every code is available as curriculum-alignment.xlsx.

Where the Book Fits Best

The strongest, most natural connections across standards and programs

- **Narrative reading and writing (grades 2 and 3 especially).** Two clearly drawn sisters, a plain problem-and-solution plot, chapter-ending hooks and a reflective ending map directly to standards on character, plot, theme and narrative writing in every set (for example RL.3.3 and W.3.3; TEKS 3.8(B) and 3.12(A); B.E.S.T. ELA.3.R.1.1 and ELA.3.C.1.2).
- **Figurative language and author's craft.** Similes, personification, idioms and sound words on most pages, with a full lesson in Chapter 6 (L.3.5a, TEKS 3.10(D), ELA.3.R.3.1, 3.RL.2.B in Virginia).
- **Point of view.** Third-person narration that stays close to Tunie, with a retelling from Runie's side in Chapter 7 (RL.3.6, TEKS 3.10(E), ELA.3.R.1.3).
- **Fluency.** Short sentences, lively dialogue and echoes make it a natural text for repeated reading and readers theater (RF.2.4 and RF.3.4).
- **Knowledge-building units on the sea, weather and storms.** Wit & Wisdom Grade 3 Module 1 (The Sea); HMH Into Reading Grade 2 Module 6 (Weather Wise); Benchmark Advance Grade 2 Unit 8 and Grade 3 Unit 8; EL Education Grade 3 Module 4 (Water Around the World).
- **Maps and geography.** An old map drives the plot; the Guide's Mapmakers writing unit and Island Map Planner support map standards and NGSS 2-ESS2-2 and 4-ESS2-2.

CHAPTER MAP

Chapter	Focus skill	Themes and topics	Classroom task (Educator's Guide)
1. The Calm Before the Storm Book pp. 7 to 15 · Guide p. 15	Visualizing the setting	Home and family; weather (a storm is coming); safe places	Tunie's island is "the place where she felt safe" (p. 9). Write about a place where you feel safe. Use at least one detail you can see, one you can hear, and one you can smell or feel.
2. The Storm and the Separation Book pp. 16 to 25 · Guide p. 17	Cause and effect	Storms; courage; family; cause and effect	Dad trusts Tunie with an important job. Write about a time someone trusted you with an important job. What was the job, how did you feel, and what did you do?
3. Adrift at Sea Book pp. 26 to 33 · Guide p. 19	Character traits	Problem-solving; safety (life jackets); maps (the attic map)	Make a supply list for an adventure of your own (on land or sea). Then write three or more sentences explaining which item on your list is the most important and why.
4. First Encounter with Fred Book pp. 34 to 40 · Guide p. 21	Problem and solution	Ingenuity (bedsheet sail); seabirds; teamwork	Invent a new solution. Imagine you are on the floating house and something new goes wrong. Describe the problem, then explain how you would solve it using the words first, next, then, and last.
5. The Secret Room Book pp. 41 to 47 · Guide p. 23	Predicting	Maps and symbols; currents; curiosity	The chapter ends with Tunie wondering what the Island of Echoes will say. Using clues from the map, write a paragraph predicting what the island will look like, sound like, and hold.
6. The Island of Echoes Book pp. 48 to 56 · Guide p. 25	Figurative language	Echoes and sound; courage; sisterhood	Write three similes about the ocean, an island, or a storm. Then choose your favorite and turn it into a short echo poem, repeating the last word of each line three times, just like the cliffs.
7. The Hidden Currents Book pp. 57 to 64 · Guide p. 27	Point of view	Ocean currents; perspective; trust	Retell the hidden currents from Runie's point of view, starting with "I don't like through." What does Runie see, hear, and feel while she holds on to the porch?

8. The Final Island Book pp. 65 to 70 · Guide p. 29	Character change	Courage while scared; growing up; teamwork	Runie is still a little scared, but she tries anyway. Write about a time you changed your mind and decided to try something new. What helped you be brave?
9. The Path Home Book pp. 71 to 78 · Guide p. 31	Sequencing	Journeys home; storms and coastlines; family reunion	Mom and Dad tell their side of the story, “one piece at a time.” Write the story of their night on the dune in order, using at least four transition words. Use only what the book tells you, then add your own details about what they saw and felt.
10. A New Beginning Book pp. 79 to 83 · Guide p. 33	Theme	Home is the people you love; community; reflection	Write a theme statement for <i>Secrets of the Ocean</i> . Support it with two details from two different chapters. End by telling how the theme connects to your own life.

Common Core State Standards for ELA (CCSS)

The base for most state ELA standards. Forty-one states, DC, four territories and DoDEA adopted the CCSS; several have since revised or renamed them.

Code format: Strand.Grade.Standard, e.g., RL.3.3 = Reading Literature, grade 3, standard 3

Source: <https://www.corestandards.org/ELA-Literacy/>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	RL.2.1 evidence and inference RL.2.7 setting RL.2.4, RL.2.7 visualizing RL.2.7 illustrations and maps RL.2.4 figurative language W.2.3 narrative writing L.2.4a, L.2.4d word meaning	RL.3.1 evidence and inference RL.3.7 setting RL.3.7 visualizing RL.3.7 illustrations and maps RL.3.4, L.3.5a figurative language W.3.3 narrative writing L.3.4a word meaning	RL.4.1 evidence and inference RL.4.3 setting RL.4.3 visualizing RL.4.7 illustrations and maps RL.4.4, L.4.5a, L.4.5b figurative language W.4.3 narrative writing L.4.4a word meaning	Visualizing the setting
2. The Storm and the Separation	RL.2.3 character RL.2.5 plot and structure RL.2.4 figurative language SL.2.1 discussion W.2.3 narrative writing L.2.4a, L.2.4d word meaning	RL.3.3 character RL.3.5 plot and structure RL.3.4, L.3.5a figurative language SL.3.1 discussion W.3.3 narrative writing L.3.4a word meaning	RL.4.3 character RL.4.3 plot and structure RL.4.4, L.4.5a, L.4.5b figurative language SL.4.1 discussion W.4.3 narrative writing L.4.4a word meaning	Cause and effect
3. Adrift at Sea	RL.2.3 character RL.2.1 evidence and inference L.2.4a, L.2.4d word meaning W.2.1 opinion writing	RL.3.3 character RL.3.1 evidence and inference L.3.4a word meaning W.3.1 opinion writing	RL.4.3 character RL.4.1 evidence and inference L.4.4a word meaning W.4.1 opinion writing	Character traits
4. First Encounter with Fred	RL.2.5 plot and structure RL.2.3 character RL.2.4 figurative language W.2.3 narrative writing SL.2.1 discussion	RL.3.5 plot and structure RL.3.3 character RL.3.4, L.3.5a figurative language W.3.3 narrative writing SL.3.1 discussion	RL.4.3 plot and structure RL.4.3 character RL.4.4, L.4.5a, L.4.5b figurative language W.4.3 narrative writing SL.4.1 discussion	Problem and solution
5. The Secret Room	RL.2.1 predicting RL.2.5 plot and structure RL.2.1 evidence and inference W.2.2 informative writing SL.2.1 discussion	RL.3.1 predicting RL.3.5 plot and structure RL.3.1 evidence and inference W.3.2 informative writing SL.3.1 discussion	RL.4.1 predicting RL.4.3 plot and structure RL.4.1 evidence and inference W.4.2 informative writing SL.4.1 discussion	Predicting
6. The Island of Echoes	RL.2.4 figurative language RL.2.6 point of view SL.2.1 discussion W.2.3 narrative writing RF.2.4 fluency	RL.3.4, L.3.5a figurative language RL.3.6 point of view SL.3.1 discussion W.3.3 narrative writing RF.3.4 fluency	RL.4.4, L.4.5a, L.4.5b figurative language RL.4.6 point of view SL.4.1 discussion W.4.3 narrative writing RF.4.4 fluency	Figurative language
7. The Hidden Currents	RL.2.6 point of view RL.2.3 character W.2.3 narrative writing L.2.2c conventions	RL.3.6 point of view RL.3.3 character W.3.3 narrative writing L.3.2c conventions	RL.4.6 point of view RL.4.3 character W.4.3 narrative writing L.4.2b conventions	Point of view
8. The Final Island	RL.2.3 character RL.2.2 retell and summarize W.2.3 narrative writing SL.2.4 oral storytelling	RL.3.3 character RL.3.2 retell and summarize W.3.3 narrative writing SL.3.4 oral storytelling	RL.4.3 character RL.4.2 retell and summarize W.4.3 narrative writing SL.4.4 oral storytelling	Character change
9. The Path Home	RL.2.5 plot and structure RL.2.2 retell and summarize W.2.3 narrative writing SL.2.4 oral storytelling	RL.3.5 plot and structure RL.3.2 retell and summarize W.3.3 narrative writing SL.3.4 oral storytelling	RL.4.3 plot and structure RL.4.2 retell and summarize W.4.3 narrative writing SL.4.4 oral storytelling	Sequencing

10. A New Beginning	RL.2.2 theme RL.2.1 evidence and inference W.2.1 opinion writing W.2.1 text-based response SL.2.1 discussion SL.2.1 connections	RL.3.2 theme RL.3.1 evidence and inference W.3.1 opinion writing W.3.1 text-based response SL.3.1 discussion SL.3.1 connections	RL.4.2 theme RL.4.1 evidence and inference W.4.1 opinion writing W.4.9 text-based response SL.4.1 discussion SL.4.1 connections	Theme
Whole book	RF.2.4 fluency RL.2.10 independent reading SL.2.2 listening comprehension L.2.6 vocabulary use L.2.5b word choice W.2.7, W.2.8 research W.2.5 writing process	RF.3.4 fluency RL.3.10 independent reading SL.3.2 listening comprehension L.3.6 vocabulary use L.3.5c word choice W.3.7, W.3.8 research W.3.4, W.3.5, W.3.10 writing process	RF.4.4 fluency RL.4.10 independent reading SL.4.2 listening comprehension L.4.6 vocabulary use L.4.6 word choice W.4.7, W.4.8 research W.4.4, W.4.5, W.4.10 writing process	Fluency, vocabulary, independent reading, research, writing process

California Common Core State Standards for ELA/Literacy (CA CCSS)

California uses the CCSS codes with state additions (adopted 2010, modified 2013). Additions used here: SL.2.4a and SL.4.4a (plan and deliver a narrative presentation), W.2.4 and W.2.10 (begin in grade 2 in California).

Code format: Same codes as the CCSS; California additions are marked (CA)

Source: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	RL.2.1 evidence and inference RL.2.7 setting RL.2.4, RL.2.7 visualizing RL.2.7 illustrations and maps RL.2.4 figurative language W.2.3 narrative writing L.2.4a, L.2.4d word meaning	RL.3.1 evidence and inference RL.3.7 setting RL.3.7 visualizing RL.3.7 illustrations and maps RL.3.4, L.3.5a figurative language W.3.3 narrative writing L.3.4a word meaning	RL.4.1 evidence and inference RL.4.3 setting RL.4.3 visualizing RL.4.7 illustrations and maps RL.4.4, L.4.5a, L.4.5b figurative language W.4.3 narrative writing L.4.4a word meaning	Visualizing the setting
2. The Storm and the Separation	RL.2.3 character RL.2.5 plot and structure RL.2.4 figurative language SL.2.1 discussion W.2.3 narrative writing L.2.4a, L.2.4d word meaning	RL.3.3 character RL.3.5 plot and structure RL.3.4, L.3.5a figurative language SL.3.1 discussion W.3.3 narrative writing L.3.4a word meaning	RL.4.3 character RL.4.3 plot and structure RL.4.4, L.4.5a, L.4.5b figurative language SL.4.1 discussion W.4.3 narrative writing L.4.4a word meaning	Cause and effect
3. Adrift at Sea	RL.2.3 character RL.2.1 evidence and inference L.2.4a, L.2.4d word meaning W.2.1 opinion writing	RL.3.3 character RL.3.1 evidence and inference L.3.4a word meaning W.3.1 opinion writing	RL.4.3 character RL.4.1 evidence and inference L.4.4a word meaning W.4.1 opinion writing	Character traits
4. First Encounter with Fred	RL.2.5 plot and structure RL.2.3 character RL.2.4 figurative language W.2.3 narrative writing SL.2.1 discussion	RL.3.5 plot and structure RL.3.3 character RL.3.4, L.3.5a figurative language W.3.3 narrative writing SL.3.1 discussion	RL.4.3 plot and structure RL.4.3 character RL.4.4, L.4.5a, L.4.5b figurative language W.4.3 narrative writing SL.4.1 discussion	Problem and solution
5. The Secret Room	RL.2.1 predicting RL.2.5 plot and structure RL.2.1 evidence and inference W.2.2 informative writing SL.2.1 discussion	RL.3.1 predicting RL.3.5 plot and structure RL.3.1 evidence and inference W.3.2 informative writing SL.3.1 discussion	RL.4.1 predicting RL.4.3 plot and structure RL.4.1 evidence and inference W.4.2 informative writing SL.4.1 discussion	Predicting
6. The Island of Echoes	RL.2.4 figurative language RL.2.6 point of view SL.2.1 discussion W.2.3 narrative writing RF.2.4 fluency	RL.3.4, L.3.5a figurative language RL.3.6 point of view SL.3.1 discussion W.3.3 narrative writing RF.3.4 fluency	RL.4.4, L.4.5a, L.4.5b figurative language RL.4.6 point of view SL.4.1 discussion W.4.3 narrative writing RF.4.4 fluency	Figurative language
7. The Hidden Currents	RL.2.6 point of view RL.2.3 character W.2.3 narrative writing L.2.2c conventions	RL.3.6 point of view RL.3.3 character W.3.3 narrative writing L.3.2c conventions	RL.4.6 point of view RL.4.3 character W.4.3 narrative writing L.4.2b conventions	Point of view
8. The Final Island	RL.2.3 character RL.2.2 retell and summarize W.2.3 narrative writing SL.2.4, SL.2.4a (CA) oral storytelling	RL.3.3 character RL.3.2 retell and summarize W.3.3 narrative writing SL.3.4 oral storytelling	RL.4.3 character RL.4.2 retell and summarize W.4.3 narrative writing SL.4.4, SL.4.4a (CA) oral storytelling	Character change
9. The Path Home	RL.2.5 plot and structure RL.2.2 retell and summarize W.2.3 narrative writing SL.2.4, SL.2.4a (CA) oral storytelling	RL.3.5 plot and structure RL.3.2 retell and summarize W.3.3 narrative writing SL.3.4 oral storytelling	RL.4.3 plot and structure RL.4.2 retell and summarize W.4.3 narrative writing SL.4.4, SL.4.4a (CA) oral storytelling	Sequencing

10. A New Beginning	RL.2.2 theme RL.2.1 evidence and inference W.2.1 opinion writing W.2.1 text-based response SL.2.1 discussion SL.2.1 connections	RL.3.2 theme RL.3.1 evidence and inference W.3.1 opinion writing W.3.1 text-based response SL.3.1 discussion SL.3.1 connections	RL.4.2 theme RL.4.1 evidence and inference W.4.1 opinion writing W.4.9 text-based response SL.4.1 discussion SL.4.1 connections	Theme
Whole book	RF.2.4 fluency RL.2.10 independent reading SL.2.2 listening comprehension L.2.6 vocabulary use L.2.5b word choice W.2.7, W.2.8 research W.2.4 (CA), W.2.5, W.2.10 (CA) writing process	RF.3.4 fluency RL.3.10 independent reading SL.3.2 listening comprehension L.3.6 vocabulary use L.3.5c word choice W.3.7, W.3.8 research W.3.4, W.3.5, W.3.10 writing process	RF.4.4 fluency RL.4.10 independent reading SL.4.2 listening comprehension L.4.6 vocabulary use L.4.6 word choice W.4.7, W.4.8 research W.4.4, W.4.5, W.4.10 writing process	Fluency, vocabulary, independent reading, research, writing process

Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS ELAR)

Texas did not adopt the CCSS. Codes from the TEA grade-level TEKS documents (revised June 2024).

Code format: Grade.KnowledgeAndSkill(StudentExpectation), e.g., 3.8(B) = 19 TAC §110.5(b)(8)(B). Grade 2 = §110.4, grade 3 = §110.5, grade 4 = §110.6

Source: <https://tea.texas.gov/curriculum-and-instruction/curriculum-standards/grade3-teks-062024.pdf>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	2.6(F), 2.7(C) evidence and inference 2.8(D) setting 2.6(D) visualizing 2.10(C), 2.7(E) illustrations and maps 2.10(D), 2.10(F) figurative language 2.12(A) narrative writing 2.3(B) word meaning	3.6(F), 3.7(C) evidence and inference 3.8(D) setting 3.6(D) visualizing 3.10(C), 3.7(E) illustrations and maps 3.10(D), 3.3(D) figurative language 3.12(A) narrative writing 3.3(B) word meaning	4.6(F), 4.7(C) evidence and inference 4.8(D) setting 4.6(D) visualizing 4.10(C), 4.7(E) illustrations and maps 4.10(D) figurative language 4.12(A) narrative writing 4.3(B) word meaning	Visualizing the setting
2. The Storm and the Separation	2.8(B) character 2.8(C) plot and structure 2.10(D), 2.10(F) figurative language 2.1(A), 2.1(D) discussion 2.12(A) narrative writing 2.3(B) word meaning	3.8(B) character 3.8(C) plot and structure 3.10(D), 3.3(D) figurative language 3.1(A), 3.1(D) discussion 3.12(A) narrative writing 3.3(B) word meaning	4.8(B) character 4.8(C) plot and structure 4.10(D) figurative language 4.1(A), 4.1(D) discussion 4.12(A) narrative writing 4.3(B) word meaning	Cause and effect
3. Adrift at Sea	2.8(B) character 2.6(F), 2.7(C) evidence and inference 2.3(B) word meaning 2.7(B) opinion writing	3.8(B) character 3.6(F), 3.7(C) evidence and inference 3.3(B) word meaning 3.12(C) opinion writing	4.8(B) character 4.6(F), 4.7(C) evidence and inference 4.3(B) word meaning 4.12(C) opinion writing	Character traits
4. First Encounter with Fred	2.8(C) plot and structure 2.8(B) character 2.10(D), 2.10(F) figurative language 2.12(A) narrative writing 2.1(A), 2.1(D) discussion	3.8(C) plot and structure 3.8(B) character 3.10(D), 3.3(D) figurative language 3.12(A) narrative writing 3.1(A), 3.1(D) discussion	4.8(C) plot and structure 4.8(B) character 4.10(D) figurative language 4.12(A) narrative writing 4.1(A), 4.1(D) discussion	Problem and solution
5. The Secret Room	2.6(C) predicting 2.8(C) plot and structure 2.6(F), 2.7(C) evidence and inference 2.12(B) informative writing 2.1(A), 2.1(D) discussion	3.6(C) predicting 3.8(C) plot and structure 3.6(F), 3.7(C) evidence and inference 3.12(B) informative writing 3.1(A), 3.1(D) discussion	4.6(C) predicting 4.8(C) plot and structure 4.6(F), 4.7(C) evidence and inference 4.12(B) informative writing 4.1(A), 4.1(D) discussion	Predicting
6. The Island of Echoes	2.10(D), 2.10(F) figurative language 2.10(E) point of view 2.1(A), 2.1(D) discussion 2.12(A) narrative writing 2.4 fluency	3.10(D), 3.3(D) figurative language 3.10(E) point of view 3.1(A), 3.1(D) discussion 3.12(A) narrative writing 3.4 fluency	4.10(D) figurative language 4.10(E), 4.10(F) point of view 4.1(A), 4.1(D) discussion 4.12(A) narrative writing 4.4 fluency	Figurative language
7. The Hidden Currents	2.10(E) point of view 2.8(B) character 2.12(A) narrative writing 2.11(D) conventions	3.10(E) point of view 3.8(B) character 3.12(A) narrative writing 3.11(D) conventions	4.10(E), 4.10(F) point of view 4.8(B) character 4.12(A) narrative writing 4.11(D) conventions	Point of view
8. The Final Island	2.8(B) character 2.7(D) retell and summarize 2.12(A) narrative writing 2.1(C), 2.7(D) oral storytelling	3.8(B) character 3.7(D) retell and summarize 3.12(A) narrative writing 3.1(C), 3.7(D) oral storytelling	4.8(B) character 4.7(D) retell and summarize 4.12(A) narrative writing 4.7(D) oral storytelling	Character change

9. The Path Home	2.8(C) plot and structure 2.7(D) retell and summarize 2.12(A) narrative writing 2.1(C), 2.7(D) oral storytelling	3.8(C) plot and structure 3.7(D) retell and summarize 3.12(A) narrative writing 3.1(C), 3.7(D) oral storytelling	4.8(C) plot and structure 4.7(D) retell and summarize 4.12(A) narrative writing 4.7(D) oral storytelling	Sequencing
10. A New Beginning	2.8(A) theme 2.6(F), 2.7(C) evidence and inference 2.7(B) opinion writing 2.7(B), 2.7(C) text-based response 2.1(A), 2.1(D) discussion 2.6(E), 2.7(A) connections	3.8(A) theme 3.6(F), 3.7(C) evidence and inference 3.12(C) opinion writing 3.7(B), 3.7(C) text-based response 3.1(A), 3.1(D) discussion 3.6(E), 3.7(A) connections	4.8(A) theme 4.6(F), 4.7(C) evidence and inference 4.12(C) opinion writing 4.7(B), 4.7(C) text-based response 4.1(A), 4.1(D) discussion 4.6(E), 4.7(A) connections	Theme
Whole book	2.4 fluency 2.5 independent reading 2.1(A) listening comprehension 2.7(F) vocabulary use 2.3(D) word choice 2.13 research 2.11 writing process	3.4 fluency 3.5 independent reading 3.1(A) listening comprehension 3.7(F) vocabulary use 3.3(D) word choice 3.13 research 3.11 writing process	4.4 fluency 4.5 independent reading 4.1(A) listening comprehension 4.7(F) vocabulary use 4.7(F) word choice 4.13 research 4.11 writing process	Fluency, vocabulary, independent reading, research, writing process

Florida's B.E.S.T. Standards for English Language Arts

Florida replaced the CCSS with B.E.S.T. (adopted 2020). The Educator's Guide gives a strand-level summary; this sheet adds benchmark codes.

Code format: ELA.Grade.Strand.Standard.Benchmark, e.g., ELA.3.R.1.1; K-12 ELA Expectations are ELA.K12.EE.x.1

Source: <https://www.fl DOE.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.2.R.1.1 setting ELA.K12.EE.3.1 visualizing ELA.K12.EE.3.1 illustrations and maps ELA.2.R.3.1 figurative language ELA.2.C.1.2 narrative writing ELA.2.V.1.3 word meaning	ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.3.R.1.1 setting ELA.K12.EE.3.1 visualizing ELA.K12.EE.3.1 illustrations and maps ELA.3.R.3.1 figurative language ELA.3.C.1.2 narrative writing ELA.3.V.1.3 word meaning	ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.4.R.1.1 setting ELA.K12.EE.3.1 visualizing ELA.K12.EE.3.1 illustrations and maps ELA.4.R.3.1 figurative language ELA.4.C.1.2 narrative writing ELA.4.V.1.3 word meaning	Visualizing the setting
2. The Storm and the Separation	ELA.2.R.1.1 character ELA.2.R.1.1 plot and structure ELA.2.R.3.1 figurative language ELA.K12.EE.4.1 discussion ELA.2.C.1.2 narrative writing ELA.2.V.1.3 word meaning	ELA.3.R.1.1 character ELA.3.R.1.1 plot and structure ELA.3.R.3.1 figurative language ELA.K12.EE.4.1 discussion ELA.3.C.1.2 narrative writing ELA.3.V.1.3 word meaning	ELA.4.R.1.1 character ELA.4.R.1.1 plot and structure ELA.4.R.3.1 figurative language ELA.K12.EE.4.1 discussion ELA.4.C.1.2 narrative writing ELA.4.V.1.3 word meaning	Cause and effect
3. Adrift at Sea	ELA.2.R.1.1 character ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.2.V.1.3 word meaning ELA.2.C.1.3 opinion writing	ELA.3.R.1.1 character ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.3.V.1.3 word meaning ELA.3.C.1.3 opinion writing	ELA.4.R.1.1 character ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.4.V.1.3 word meaning ELA.4.C.1.3 opinion writing	Character traits
4. First Encounter with Fred	ELA.2.R.1.1 plot and structure ELA.2.R.1.1 character ELA.2.R.3.1 figurative language ELA.2.C.1.2 narrative writing ELA.K12.EE.4.1 discussion	ELA.3.R.1.1 plot and structure ELA.3.R.1.1 character ELA.3.R.3.1 figurative language ELA.3.C.1.2 narrative writing ELA.K12.EE.4.1 discussion	ELA.4.R.1.1 plot and structure ELA.4.R.1.1 character ELA.4.R.3.1 figurative language ELA.4.C.1.2 narrative writing ELA.K12.EE.4.1 discussion	Problem and solution
5. The Secret Room	ELA.K12.EE.3.1 predicting ELA.2.R.1.1 plot and structure ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.2.C.1.4 informative writing ELA.K12.EE.4.1 discussion	ELA.K12.EE.3.1 predicting ELA.3.R.1.1 plot and structure ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.3.C.1.4 informative writing ELA.K12.EE.4.1 discussion	ELA.K12.EE.3.1 predicting ELA.4.R.1.1 plot and structure ELA.K12.EE.1.1, ELA.K12.EE.3.1 evidence and inference ELA.4.C.1.4 informative writing ELA.K12.EE.4.1 discussion	Predicting
6. The Island of Echoes	ELA.2.R.3.1 figurative language ELA.2.R.1.3 point of view ELA.K12.EE.4.1 discussion ELA.2.C.1.2 narrative writing ELA.2.F.1.4 fluency	ELA.3.R.3.1 figurative language ELA.3.R.1.3 point of view ELA.K12.EE.4.1 discussion ELA.3.C.1.2 narrative writing ELA.3.F.1.4 fluency	ELA.4.R.3.1 figurative language ELA.4.R.1.3 point of view ELA.K12.EE.4.1 discussion ELA.4.C.1.2 narrative writing ELA.4.F.1.4 fluency	Figurative language
7. The Hidden Currents	ELA.2.R.1.3 point of view ELA.2.R.1.1 character ELA.2.C.1.2 narrative writing ELA.2.C.3.1 conventions	ELA.3.R.1.3 point of view ELA.3.R.1.1 character ELA.3.C.1.2 narrative writing ELA.3.C.3.1 conventions	ELA.4.R.1.3 point of view ELA.4.R.1.1 character ELA.4.C.1.2 narrative writing ELA.4.C.3.1 conventions	Point of view
8. The Final Island	ELA.2.R.1.1 character ELA.2.R.3.2 retell and summarize ELA.2.C.1.2 narrative writing ELA.2.C.2.1 oral storytelling	ELA.3.R.1.1 character ELA.3.R.3.2 retell and summarize ELA.3.C.1.2 narrative writing ELA.3.C.2.1 oral storytelling	ELA.4.R.1.1 character ELA.4.R.3.2 retell and summarize ELA.4.C.1.2 narrative writing ELA.4.C.2.1 oral storytelling	Character change

9. The Path Home	ELA.2.R.1.1 plot and structure ELA.2.R.3.2 retell and summarize ELA.2.C.1.2 narrative writing ELA.2.C.2.1 oral storytelling	ELA.3.R.1.1 plot and structure ELA.3.R.3.2 retell and summarize ELA.3.C.1.2 narrative writing ELA.3.C.2.1 oral storytelling	ELA.4.R.1.1 plot and structure ELA.4.R.3.2 retell and summarize ELA.4.C.1.2 narrative writing ELA.4.C.2.1 oral storytelling	Sequencing
10. A New Beginning	ELA.2.R.1.2 theme ELA.K12.EE.1.1 , ELA.K12.EE.3.1 evidence and inference ELA.2.C.1.3 opinion writing ELA.K12.EE.1.1 text-based response ELA.K12.EE.4.1 discussion ELA.K12.EE.3.1 connections	ELA.3.R.1.2 theme ELA.K12.EE.1.1 , ELA.K12.EE.3.1 evidence and inference ELA.3.C.1.3 opinion writing ELA.K12.EE.1.1 text-based response ELA.K12.EE.4.1 discussion ELA.K12.EE.3.1 connections	ELA.4.R.1.2 theme ELA.K12.EE.1.1 , ELA.K12.EE.3.1 evidence and inference ELA.4.C.1.3 opinion writing ELA.K12.EE.1.1 text-based response ELA.K12.EE.4.1 discussion ELA.K12.EE.3.1 connections	Theme
Whole book	ELA.2.F.1.4 fluency ELA.K12.EE.2.1 independent reading ELA.K12.EE.4.1 listening comprehension ELA.2.V.1.1 vocabulary use ELA.2.V.1.3 word choice ELA.2.C.4.1 research ELA.2.C.1.5 writing process	ELA.3.F.1.4 fluency ELA.K12.EE.2.1 independent reading ELA.K12.EE.4.1 listening comprehension ELA.3.V.1.1 vocabulary use ELA.3.V.1.3 word choice ELA.3.C.4.1 research ELA.3.C.1.5 writing process	ELA.4.F.1.4 fluency ELA.K12.EE.2.1 independent reading ELA.K12.EE.4.1 listening comprehension ELA.4.V.1.1 vocabulary use ELA.4.V.1.3 word choice ELA.4.C.4.1 research ELA.4.C.1.5 writing process	Fluency, vocabulary, independent reading, research, writing process

New York State Next Generation English Language Arts Learning Standards (revised 2017)

NY revised the CCSS into the Next Generation standards. Language Standards 1 and 2 are banded in Appendix A, so conventions are mapped to L3 (knowledge of language).

Code format: GradeStrandStandard, e.g., 3R3, 3W3a, 4L5a

Source: <https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	2R1 evidence and inference 2R7 setting 2R4 visualizing 2R7 illustrations and maps 2R4 figurative language 2W3 narrative writing 2L4a, 2L4d word meaning	3R1 evidence and inference 3R7 setting 3R4 visualizing 3R7 illustrations and maps 3R4, 3L5a figurative language 3W3 narrative writing 3L4a word meaning	4R1 evidence and inference 4R3 setting 4R4 visualizing 4R7 illustrations and maps 4R4, 4L5a figurative language 4W3 narrative writing 4L4a word meaning	Visualizing the setting
2. The Storm and the Separation	2R3 character 2R5 plot and structure 2R4 figurative language 2SL1 discussion 2W3 narrative writing 2L4a, 2L4d word meaning	3R3 character 3R5 plot and structure 3R4, 3L5a figurative language 3SL1 discussion 3W3 narrative writing 3L4a word meaning	4R3 character 4R5 plot and structure 4R4, 4L5a figurative language 4SL1 discussion 4W3 narrative writing 4L4a word meaning	Cause and effect
3. Adrift at Sea	2R3 character 2R1 evidence and inference 2L4a, 2L4d word meaning 2W1 opinion writing	3R3 character 3R1 evidence and inference 3L4a word meaning 3W1 opinion writing	4R3 character 4R1 evidence and inference 4L4a word meaning 4W1 opinion writing	Character traits
4. First Encounter with Fred	2R5 plot and structure 2R3 character 2R4 figurative language 2W3 narrative writing 2SL1 discussion	3R5 plot and structure 3R3 character 3R4, 3L5a figurative language 3W3 narrative writing 3SL1 discussion	4R5 plot and structure 4R3 character 4R4, 4L5a figurative language 4W3 narrative writing 4SL1 discussion	Problem and solution
5. The Secret Room	2R1 predicting 2R5 plot and structure 2R1 evidence and inference 2W2 informative writing 2SL1 discussion	3R1 predicting 3R5 plot and structure 3R1 evidence and inference 3W2 informative writing 3SL1 discussion	4R1 predicting 4R5 plot and structure 4R1 evidence and inference 4W2 informative writing 4SL1 discussion	Predicting
6. The Island of Echoes	2R4 figurative language 2R6 point of view 2SL1 discussion 2W3 narrative writing 2RF4, 2RF4a fluency	3R4, 3L5a figurative language 3R6 point of view 3SL1 discussion 3W3 narrative writing 3RF4, 3RF4a fluency	4R4, 4L5a figurative language 4R6 point of view 4SL1 discussion 4W3 narrative writing 4RF4, 4RF4a fluency	Figurative language
7. The Hidden Currents	2R6 point of view 2R3 character 2W3 narrative writing 2L3 conventions	3R6 point of view 3R3 character 3W3 narrative writing 3L3b conventions	4R6 point of view 4R3 character 4W3 narrative writing 4L3b conventions	Point of view
8. The Final Island	2R3 character 2R2 retell and summarize 2W3 narrative writing 2SL4 oral storytelling	3R3 character 3R2 retell and summarize 3W3 narrative writing 3SL4 oral storytelling	4R3 character 4R2 retell and summarize 4W3 narrative writing 4SL4 oral storytelling	Character change
9. The Path Home	2R5 plot and structure 2R2 retell and summarize 2W3 narrative writing 2SL4 oral storytelling	3R5 plot and structure 3R2 retell and summarize 3W3 narrative writing 3SL4 oral storytelling	4R5 plot and structure 4R2 retell and summarize 4W3 narrative writing 4SL4 oral storytelling	Sequencing

10. A New Beginning	2R2 theme 2R1 evidence and inference 2W1 opinion writing 2W4 text-based response 2SL1 discussion 2R9 connections	3R2 theme 3R1 evidence and inference 3W1 opinion writing 3W4 text-based response 3SL1 discussion 3R9 connections	4R2 theme 4R1 evidence and inference 4W1 opinion writing 4W4, 4W5 text-based response 4SL1 discussion 4R9 connections	Theme
Whole book	2RF4, 2RF4a fluency Lifelong Practices of Readers; NYS text complexity expectations independent reading 2SL2 listening comprehension 2L6 vocabulary use 2L5c word choice 2W6, 2W7 research Lifelong Practices of Writers (NGLS introduction) writing process	3RF4, 3RF4a fluency Lifelong Practices of Readers; NYS text complexity expectations independent reading 3SL2 listening comprehension 3L6 vocabulary use 3L5c, 3L3a word choice 3W6, 3W7 research Lifelong Practices of Writers (NGLS introduction) writing process	4RF4, 4RF4a fluency Lifelong Practices of Readers; NYS text complexity expectations independent reading 4SL2 listening comprehension 4L6 vocabulary use 4L3a word choice 4W6, 4W7 research Lifelong Practices of Writers (NGLS introduction) writing process	Fluency, vocabulary, independent reading, research, writing process

Virginia 2024 English Standards of Learning

Virginia did not adopt the CCSS. The 2024 English SOL replace the 2017 SOL; check your division for implementation timing.

Code format: Grade.Strand.Standard.Indicator, e.g., 3.RL.1.C; DSR = Developing Skilled Readers, RV = Reading and Vocabulary, LU = Language Usage, C = Communication, R = Research

Source: <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/standards-of-learning>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	2.DSR.1.C evidence and inference 2.RL.1.A setting 2.RV.1.A visualizing 2.RL.3.A illustrations and maps 2.RV.1.A figurative language 2.W.1.A narrative writing 2.RV.1.A word meaning	3.DSR.1.C evidence and inference 3.RL.2.A setting 3.RL.2.B visualizing 3.RL.3.A illustrations and maps 3.RL.2.B, 3.RV.1.H figurative language 3.W.1.B narrative writing 3.RV.1.H word meaning	4.DSR.1.C evidence and inference 4.RL.3.C setting 4.RL.2.A visualizing 4.RL.3.A illustrations and maps 4.RL.2.A, 4.RV.1.H figurative language 4.W.1.B narrative writing 4.RV.1.H word meaning	Visualizing the setting
2. The Storm and the Separation	2.RL.1.C character 2.RL.1.B plot and structure 2.RV.1.A figurative language 2.C.1.A discussion 2.W.1.A narrative writing 2.RV.1.A word meaning	3.RL.1.C character 3.RL.1.B plot and structure 3.RL.2.B, 3.RV.1.H figurative language 3.C.1.A discussion 3.W.1.B narrative writing 3.RV.1.H word meaning	4.RL.1.C character 4.RL.1.B, 4.RL.3.C plot and structure 4.RL.2.A, 4.RV.1.H figurative language 4.C.1.A discussion 4.W.1.B narrative writing 4.RV.1.H word meaning	Cause and effect
3. Adrift at Sea	2.RL.1.C character 2.DSR.1.C evidence and inference 2.RV.1.A word meaning 2.W.1.C opinion writing	3.RL.1.C character 3.DSR.1.C evidence and inference 3.RV.1.H word meaning 3.W.1.D opinion writing	4.RL.1.C character 4.DSR.1.C evidence and inference 4.RV.1.H word meaning 4.W.1.D opinion writing	Character traits
4. First Encounter with Fred	2.RL.1.B plot and structure 2.RL.1.C character 2.RV.1.A figurative language 2.W.1.A narrative writing 2.C.1.A discussion	3.RL.1.B plot and structure 3.RL.1.C character 3.RL.2.B, 3.RV.1.H figurative language 3.W.1.B narrative writing 3.C.1.A discussion	4.RL.1.B, 4.RL.3.C plot and structure 4.RL.1.C character 4.RL.2.A, 4.RV.1.H figurative language 4.W.1.B narrative writing 4.C.1.A discussion	Problem and solution
5. The Secret Room	2.RL.1.D predicting 2.RL.1.B plot and structure 2.DSR.1.C evidence and inference 2.W.1.B informative writing 2.C.1.A discussion	3.DSR.1.E predicting 3.RL.1.B plot and structure 3.DSR.1.C evidence and inference 3.W.1.C informative writing 3.C.1.A discussion	4.DSR.1.E predicting 4.RL.1.B, 4.RL.3.C plot and structure 4.DSR.1.C evidence and inference 4.W.1.C informative writing 4.C.1.A discussion	Predicting
6. The Island of Echoes	2.RV.1.A figurative language 2.RL.3.B point of view 2.C.1.A discussion 2.W.1.A narrative writing 2.DSR.1.A fluency	3.RL.2.B, 3.RV.1.H figurative language 3.RL.2.C point of view 3.C.1.A discussion 3.W.1.B narrative writing 3.DSR.1.A fluency	4.RL.2.A, 4.RV.1.H figurative language 4.RL.2.C, 4.RL.2.D point of view 4.C.1.A discussion 4.W.1.B narrative writing 4.DSR.1.A fluency	Figurative language
7. The Hidden Currents	2.RL.3.B point of view 2.RL.1.C character 2.W.1.A narrative writing 2.LU.2.A conventions	3.RL.2.C point of view 3.RL.1.C character 3.W.1.B narrative writing 3.LU.2.B conventions	4.RL.2.C, 4.RL.2.D point of view 4.RL.1.C character 4.W.1.B narrative writing 4.LU.2.B, 4.LU.2.C conventions	Point of view

8. The Final Island	2.RL.1.C character 2.RL.1.A retell and summarize 2.W.1.A narrative writing 2.C.2.B, 2.C.2.C oral storytelling	3.RL.1.C character 3.RL.1.B retell and summarize 3.W.1.B narrative writing 3.C.2.A oral storytelling	4.RL.1.C character 4.RL.1.B retell and summarize 4.W.1.B narrative writing 4.C.2.A oral storytelling	Character change
9. The Path Home	2.RL.1.B plot and structure 2.RL.1.A retell and summarize 2.W.1.A narrative writing 2.C.2.B, 2.C.2.C oral storytelling	3.RL.1.B plot and structure 3.RL.1.B retell and summarize 3.W.1.B narrative writing 3.C.2.A oral storytelling	4.RL.1.B, 4.RL.3.C plot and structure 4.RL.1.B retell and summarize 4.W.1.B narrative writing 4.C.2.A oral storytelling	Sequencing
10. A New Beginning	2.RL.1.A theme 2.DSR.1.C evidence and inference 2.W.1.C opinion writing 2.W.1.D text-based response 2.C.1.A discussion 2.RL.3.A connections	3.RL.1.A theme 3.DSR.1.C evidence and inference 3.W.1.D opinion writing 3.W.1.E text-based response 3.C.1.A discussion 3.RL.3.A connections	4.RL.1.A theme 4.DSR.1.C evidence and inference 4.W.1.D opinion writing 4.W.1.E text-based response 4.C.1.A discussion 4.RL.3.A connections	Theme
Whole book	2.DSR.1.A fluency 2.DSR.1.B independent reading 2.DSR.1.D listening comprehension 2.RV.1.H vocabulary use 2.RV.1.F word choice 2.R.1 research 2.W.2.A, 2.W.3.A writing process	3.DSR.1.A fluency 3.DSR.1.B independent reading 3.DSR.1.D listening comprehension 3.RV.1.J vocabulary use 3.RV.1.G word choice 3.R.1 research 3.W.2.A, 3.W.3.A writing process	4.DSR.1.A fluency 4.DSR.1.B independent reading 4.DSR.1.D listening comprehension 4.RV.1.J vocabulary use 4.RV.1.G word choice 4.R.1 research 4.W.2.A, 4.W.3.A writing process	Fluency, vocabulary, independent reading, research, writing process

Georgia's K-12 English Language Arts Standards (adopted May 2023; full implementation 2025-26)

Georgia replaced the Georgia Standards of Excellence (CCSS-based) with these standards. T = Texts, L = Language, F = Foundations, P = Practices.

Code format: Grade.Domain.BigIdea.Standard.Expectation, e.g., 3.T.T.1.c; K-12 Practices are K-12.P.x

Source: <https://gadoe.org/learning/english-language-arts/>

Chapter	Grade 2 supports	Grade 3 supports	Grade 4 supports	Focus skill
1. The Calm Before the Storm	2.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 2.T.T.1.a setting K-12.P.EICC.3.d visualizing K-12.P.EICC.3.d illustrations and maps 2.T.SS.2.a figurative language 2.T.T.1.e narrative writing 2.L.V.3.a, K-12.P.EICC.3.g word meaning	3.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 3.T.T.1.b setting K-12.P.EICC.3.d visualizing K-12.P.EICC.3.d illustrations and maps 3.T.SS.2.a figurative language 3.T.T.1.e narrative writing 3.L.V.3.a, K-12.P.EICC.3.g word meaning	4.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 4.T.T.1.a setting K-12.P.EICC.3.d visualizing K-12.P.EICC.3.d illustrations and maps 4.T.SS.2.a figurative language 4.T.T.1.e narrative writing 4.L.V.3.a, K-12.P.EICC.3.g word meaning	Visualizing the setting
2. The Storm and the Separation	2.T.T.1.c character 2.T.T.1.b plot and structure 2.T.SS.2.a figurative language K-12.P.CP.1.c discussion 2.T.T.1.e narrative writing 2.L.V.3.a, K-12.P.EICC.3.g word meaning	3.T.T.1.c character 3.T.T.1.b plot and structure 3.T.SS.2.a figurative language K-12.P.CP.1.c discussion 3.T.T.1.e narrative writing 3.L.V.3.a, K-12.P.EICC.3.g word meaning	4.T.T.1.a, 4.T.T.1.b character 4.T.T.1.a plot and structure 4.T.SS.2.a figurative language K-12.P.CP.1.c discussion 4.T.T.1.e narrative writing 4.L.V.3.a, K-12.P.EICC.3.g word meaning	Cause and effect
3. Adrift at Sea	2.T.T.1.c character 2.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 2.L.V.3.a, K-12.P.EICC.3.g word meaning 2.T.T.3.c opinion writing	3.T.T.1.c character 3.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 3.L.V.3.a, K-12.P.EICC.3.g word meaning 3.T.T.3.c opinion writing	4.T.T.1.a, 4.T.T.1.b character 4.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 4.L.V.3.a, K-12.P.EICC.3.g word meaning 4.T.T.3.c opinion writing	Character traits
4. First Encounter with Fred	2.T.T.1.b plot and structure 2.T.T.1.c character 2.T.SS.2.a figurative language 2.T.T.1.e narrative writing K-12.P.CP.1.c discussion	3.T.T.1.b plot and structure 3.T.T.1.c character 3.T.SS.2.a figurative language 3.T.T.1.e narrative writing K-12.P.CP.1.c discussion	4.T.T.1.a plot and structure 4.T.T.1.a, 4.T.T.1.b character 4.T.SS.2.a figurative language 4.T.T.1.e narrative writing K-12.P.CP.1.c discussion	Problem and solution
5. The Secret Room	K-12.P.EICC.3.e predicting 2.T.T.1.b plot and structure 2.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 2.T.T.2.d informative writing K-12.P.CP.1.c discussion	K-12.P.EICC.3.e predicting 3.T.T.1.b plot and structure 3.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 3.T.T.2.d informative writing K-12.P.CP.1.c discussion	K-12.P.EICC.3.e predicting 4.T.T.1.a plot and structure 4.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 4.T.T.2.d informative writing K-12.P.CP.1.c discussion	Predicting
6. The Island of Echoes	2.T.SS.2.a figurative language 2.T.C.2.a point of view K-12.P.CP.1.c discussion 2.T.T.1.e narrative writing 2.F.F.1.c fluency	3.T.SS.2.a figurative language 3.T.C.2.a point of view K-12.P.CP.1.c discussion 3.T.T.1.e narrative writing 3.F.F.1.c fluency	4.T.SS.2.a figurative language 4.T.C.2.a point of view K-12.P.CP.1.c discussion 4.T.T.1.e narrative writing 4.F.F.1.c fluency	Figurative language
7. The Hidden Currents	2.T.C.2.a point of view 2.T.T.1.c character 2.T.T.1.e narrative writing 2.L.GC.1 conventions	3.T.C.2.a point of view 3.T.T.1.c character 3.T.T.1.e narrative writing 3.L.GC.1 conventions	4.T.C.2.a point of view 4.T.T.1.a, 4.T.T.1.b character 4.T.T.1.e narrative writing 4.L.GC.1 conventions	Point of view
8. The Final Island	2.T.T.1.c character 2.T.T.1.b, K-12.P.EICC.3.d retell and summarize 2.T.T.1.e narrative writing K-12.P.CP.2.a, K-12.P.CP.2.c oral storytelling	3.T.T.1.c character 3.T.T.1.b, K-12.P.EICC.3.d retell and summarize 3.T.T.1.e narrative writing K-12.P.CP.2.a, K-12.P.CP.2.c oral storytelling	4.T.T.1.a, 4.T.T.1.b character 4.T.T.1.a, K-12.P.EICC.3.d retell and summarize 4.T.T.1.e narrative writing K-12.P.CP.2.a, K-12.P.CP.2.c oral storytelling	Character change

9. The Path Home	2.T.T.1.b plot and structure 2.T.T.1.b, K-12.P.EICC.3.d retell and summarize 2.T.T.1.e narrative writing K-12.P.CP.2.a, K-12.P.CP.2.c oral storytelling	3.T.T.1.b plot and structure 3.T.T.1.b, K-12.P.EICC.3.d retell and summarize 3.T.T.1.e narrative writing K-12.P.CP.2.a, K-12.P.CP.2.c oral storytelling	4.T.T.1.a plot and structure 4.T.T.1.a, K-12.P.EICC.3.d retell and summarize 4.T.T.1.e narrative writing K-12.P.CP.2.a, K-12.P.CP.2.c oral storytelling	Sequencing
10. A New Beginning	2.T.T.1.c theme 2.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 2.T.T.3.c opinion writing 2.T.RA.2.a text-based response K-12.P.CP.1.c discussion K-12.P.EICC.3.c connections	3.T.T.1.c theme 3.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 3.T.T.3.c opinion writing 3.T.RA.2.a text-based response K-12.P.CP.1.c discussion K-12.P.EICC.3.c connections	4.T.T.1.c theme 4.T.RA.2.a, K-12.P.EICC.3.f evidence and inference 4.T.T.3.c opinion writing 4.T.RA.2.a text-based response K-12.P.CP.1.c discussion K-12.P.EICC.3.c connections	Theme
Whole book	2.F.F.1.c fluency K-12.P.EICC.1.c, K-12.P.EICC.1.f independent reading K-12.P.CP.1.c, K-12.P.EICC.3.a listening comprehension 2.L.V.1.a vocabulary use 2.L.V.3.c word choice 2.T.RA.1.b research K-12.P.EICC.4 writing process	3.F.F.1.c fluency K-12.P.EICC.1.c, K-12.P.EICC.1.f independent reading K-12.P.CP.1.c, K-12.P.EICC.3.a listening comprehension 3.L.V.1.a vocabulary use 3.L.V.3.c word choice 3.T.RA.1.b research K-12.P.EICC.4 writing process	4.F.F.1.c fluency K-12.P.EICC.1.c, K-12.P.EICC.1.f independent reading K-12.P.CP.1.c, K-12.P.EICC.3.a listening comprehension 4.L.V.1.a vocabulary use 4.L.V.3.c word choice 4.T.RA.1.b research K-12.P.EICC.4 writing process	Fluency, vocabulary, independent reading, research, writing process

Programs and Units Where the Book Pairs Well

Programs listed are among the most widely used or most highly rated K-5 ELA curricula in recent national surveys and EdReports reviews. Red Desk Press is not a partner of any publisher; each pairing is a suggestion for supplemental, independent-reading or read-aloud use. Unit titles vary by edition.

AMPLIFY CKLA (CORE KNOWLEDGE LANGUAGE ARTS) - AMPLIFY

Approach: Knowledge-building core program with domain-based units. **EdReports:** Meets expectations, all three gateways, grades K-5. **Use:** 7% of elementary ELA teachers reported regular use (RAND AIRS 2022-23); among the most-used district curricula in 2024-25 (EdWeek Research Center).

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 2	Our Planet: Cycles in Nature	Water cycle and seasonal change sit naturally beside a storm-and-ocean story.	Read-aloud; independent reading	1, 2, 7
Grade 3	From Glow to Echo: Light and Sound	Glow Island and the Island of Echoes give students a story home for light and sound ideas.	Read-aloud; book club	6, 7
Grade 3	Fur, Fins, and Feathers: Animal Classification	A gull, two dogs and a dolphin (“Dolphins aren’t fish”) invite sorting and classifying.	Independent reading; science talk	2, 4
Grade 4	My Story, My Voice: Personal Narratives	A mentor text for showing feelings through action and a reflective ending.	Mentor text (younger-leaning text)	2, 8, 10
Grade 4	Adventure on the High Seas: Treasure Island (district choice unit)	A gentler map-and-voyage adventure for developing readers alongside the classic.	Independent or partner reading	3, 5, 7

Unit names from the Amplify CKLA 3rd Edition Knowledge Map; earlier editions use different titles.

EL EDUCATION K-5 LANGUAGE ARTS - EL EDUCATION (DISTRIBUTED BY IMAGINE LEARNING; ALSO OPEN-LICENSED)

Approach: Knowledge-building modules with expeditionary, text-based tasks. **EdReports:** Meets expectations, all three gateways, grades K-5. **Use:** Rated all-green by EdReports; no national usage percentage verified for this report.

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 3	Module 4: Water Around the World	A literary companion to a water-focused module: the ocean as both danger and guide.	Independent reading; read-aloud	2, 3, 7
Grade 3	Module 3 (literary module; title varies by edition)	Classic-adventure features: maps, islands, a hidden room, a quest home.	Book club; independent reading	3 to 9
Grade 4	Module 1: Poetry, Poets, and Becoming Writers	The echo-poem and simile work in Chapter 6 supports a writers’ identity module.	Mentor text	1, 6

Module 3 titles differ across editions (“Exploring Literary Classics” vs. “The Art of Storytelling”).

WIT & WISDOM - GREAT MINDS

Approach: Knowledge-building modules built on knowledge-rich trade texts and art. **EdReports:** Meets expectations, all three gateways (K-2 and 3-8 reports). **Use:** Rated all-green by EdReports; no national usage percentage verified for this report.

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 3	Module 1: The Sea (Essential Question: Why do people explore the sea?)	The strongest thematic match: the ocean as a place of beauty, danger and discovery.	Read-aloud; independent reading	1, 2, 3, 6, 7
Grade 3	Module 3: A New Home (narrative writing)	A story about losing and finding home; pairs with narrative writing.	Mentor text; book club	2, 9, 10

Grade 4	Module 2: Extreme Settings (How does a challenging setting change a person?)	Two sisters changed by a stormy sea; a younger-leaning companion to survival stories.	Independent reading for developing readers	2, 3, 7, 8
Grade 1	Module 3: Powerful Forces (wind)	For younger listeners: wind and storm as an invisible power.	Read-aloud (grade 1)	1, 2

HMH INTO READING · HOUGHTON MIFFLIN HARCOURT

Approach: Comprehensive core program organized in thematic modules. **EdReports:** Meets expectations, all three gateways, grades K-6 (2020). **Use:** 9% of elementary ELA teachers reported regular use of the 2020 edition (RAND AIRS 2022-23); among the most-used district curricula in 2024-25 (EdWeek).

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 2	Module 6: Weather Wise (How does weather affect us?)	A storm drives the whole plot; Dad's weather chart opens a weather-watch routine.	Read-aloud; independent reading	1, 2
Grade 2	Module 2: Look Around and Explore!	Exploring islands with a map and a plan.	Read-aloud	3, 5, 6
Grade 3	Module 1: What a Character! (personal narrative)	Two clearly drawn sisters for trait and change work.	Book club; mentor text	3, 7, 8
Grade 4	Module 1: What Makes Us Who We Are? (personal narrative)	Reflective ending and brave-while-scared moments model personal narrative.	Mentor text	8, 10
Grade 4	Module 3: Rise to the Occasion (What does it take to meet a challenge?)	Tunie and Runie meet challenge after challenge.	Independent reading for developing readers	2, 7, 8

Module numbers and titles from NYC Public Schools HMH Module Pacing Guidance, 2024-25.

SAVVAS MYVIEW LITERACY · SAVVAS LEARNING COMPANY

Approach: Comprehensive core program organized in five thematic units per grade. **EdReports:** Meets expectations, all three gateways, grades K-5 (2020). **Use:** 5% of elementary ELA teachers reported regular use (RAND AIRS 2022-23).

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 3	Unit 1: Environments (How does our environment affect us?)	A barrier island, a storm and the open sea shape every choice the sisters make.	Independent reading; read-aloud	1, 2, 3
Grade 3	Unit 5: Solutions (How does the world challenge us?)	A bedsheet sail, a life-jacket rule and a plan for every problem.	Book club	3, 4, 7
Grade 4	Unit 1: Networks (How can a place affect how we live?)	Home as a place and as people.	Independent reading for developing readers	1, 10
Grade 4	Unit 5: Features (Why is it important to understand our planet?)	Currents, tides and coastlines in story form.	Science-literacy companion	5, 7, 9

Unit titles from the myView Literacy Detailed Scope and Sequence (2021). Grade 2 unit titles not verified.

MCGRAW HILL WONDERS · MCGRAW HILL

Approach: Comprehensive core (basal) program with weekly concepts. **EdReports:** Meets expectations, all three gateways, grades K-5 (2023 edition). **Use:** 7% (2020 edition) and 5% (2017 edition) of elementary ELA teachers reported regular use (RAND AIRS 2022-23); among the most-used district curricula in 2024-25 (EdWeek). Florida adoption 2021 to 2026.

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 2	Unit 3 weather week, "Weather Alert" (How does the weather affect us?)	A storm story to read beside weather texts.	Read-aloud; independent reading	1, 2
Grade 2	"Families Around the World" week	Family at the center: separated by a storm, reunited at home.	Read-aloud	2, 9, 10

Grade 3	Weather week (How can weather affect us?)	The storm, the stilts and the coastline in a story setting.	Independent reading	1, 2, 9
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Week and unit placement varies by Wonders edition; grade 3 placement verified only in a district Reading WonderWorks document.

BENCHMARK ADVANCE · BENCHMARK EDUCATION

Approach: Comprehensive core program with knowledge-strand units. **EdReports:** Meets expectations, all three gateways, grades K-2 and 3-5 (2022). **Use:** 11% of elementary ELA teachers reported regular use (RAND AIRS 2022-23); among the most-used district curricula in 2024-25 (EdWeek).

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 2	Unit 2: Characters Facing Challenges	Internal and external challenges, chapter after chapter.	Book club; read-aloud	2, 3, 7, 8
Grade 2	Unit 4: Many Characters, Many Points of View	Retell a chapter from Runie's side.	Read-aloud	6, 7
Grade 2	Unit 8: Wind and Water Change Earth	Storm, waves and a dune that protects the island.	Read-aloud; science talk	1, 2, 9
Grade 3	Unit 2: Ways Characters Shape Stories	Tunie plans, Runie leaps: two characters who drive the plot.	Book club	3, 4, 8
Grade 3	Unit 4: Comparing Points of View	Third-person narration that follows Tunie.	Mentor text	7
Grade 3	Unit 6: Making Decisions	Wear life jackets, make a plan, trust the map.	Book club	3, 5, 6
Grade 3	Unit 8: Weather and Climate	A storm story beside weather science.	Independent reading	1, 2

Unit titles from Benchmark Advance scope and sequence documents (Oregon edition site). Grade 4 titles not verified.

FISHTANK ELA · FISHTANK LEARNING

Approach: Novel- and text-set-based units; recommends a separate foundational skills program in K-2. **EdReports:** K-2: meets Gateways 1 and 2, does not meet Gateway 3. **Use:** No national usage percentage verified for this report.

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grades 2 to 4	"Recommended Texts for Independent Reading" lists in each unit	No ocean-themed unit was found; the book fits as an independent-reading choice beside character-focused novel units.	Independent reading	All

Honest note: a thematic unit match was not found.

BOOKWORMS K-5 READING AND WRITING · OPEN UP RESOURCES (DEVELOPED BY SHARON WALPOLE)

Approach: Full-length trade books in Shared Reading and interactive read-aloud, plus differentiated skills instruction. **EdReports:** Meets Gateway 1; partially meets Gateway 2; Gateway 3 not eligible (grades K-5). **Use:** No national usage percentage verified for this report.

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grades 2 to 4	Interactive read-aloud or independent reading outside the core book list	Bookworms reads whole trade books rather than excerpts; this book matches that format but is not on its book list.	Read-aloud; independent reading	All

UNITS OF STUDY (READING AND WRITING WORKSHOP) · HEINEMANN; ORIGINALLY DEVELOPED BY THE TEACHERS COLLEGE READING AND WRITING PROJECT (TCRWP)

Approach: Workshop model: minilessons, independent reading and writing, conferring. K-2 reading units revised in 2022 to add explicit phonics.. **EdReports:** 2018 edition: does not meet Gateway 1 (grades K-5). Revised edition not yet rated by EdReports as of this report.. **Use:** 11% (2018 edition) and 4% (revised 2022 edition) of elementary ELA teachers reported regular use (RAND AIRS 2022-23); 16% of K-2 teachers in a 2019 EdWeek survey. In 2023 Teachers College moved TCRWP's work into its Advancing Literacy unit.

Grade	Unit or module	Why it pairs well	Suggested use	Chapters
Grade 2	Writing: Lessons from the Masters: Improving Narrative Writing	Short chapters with clear craft moves to imitate.	Mentor text	1, 2, 6

Grade 3	Writing: Crafting True Stories	Show, don't tell: "Her own heart was pounding so hard it hurt."	Mentor text	2, 8
Grade 4	Writing: The Arc of Story: Writing Realistic Fiction	Chapter-ending hooks and a clear story arc (note: this book adds a touch of magic).	Mentor text	4, 5, 9
Grades 2 to 4	Reading workshop: independent reading and partner clubs	An accessible chapter book for classroom libraries and partner reading.	Independent reading	All

Writing unit titles from Heinemann samplers for the Units of Study in Opinion, Information, and Narrative Writing; revised editions may rename units.

OPTIONAL EXTENSIONS

Science and Map Connections

NGSS performance expectations (nextgenscience.org). Texas, Florida, Virginia and Georgia use their own science standards; New York's science standards are based on the NGSS. Check local codes.

NGSS	Performance expectation	Story connection	Chapters	Activity
2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	The dune behind the house; storm waves.	1, 2, 9	Dune model (Guide p. 41)
2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	The attic map and the big map: islands, coves, currents.	3, 5, 9	Island Map Planner, Writing Unit 2 (Guide pp. 37, 51)
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Dad's weather chart.	1	Weather watchers class chart (Guide p. 40)
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	A beach house on stilts; new stilts in Chapter 10.	1, 2, 10	Stilt house challenge (Guide p. 40)
4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.	Coastlines, islands and a real barrier-island map comparison.	5, 9	Real-world geography (Guide p. 42)
4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Stilts, dunes and storm preparation.	1, 2, 10	Stilt house challenge; dune model (Guide pp. 40 to 41)
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Fred the gull; the dolphin breathes air.	2, 4	Bird watch; fish or mammal sort (Guide p. 41)
4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Waves lift and carry the floating house.	2, 3, 7	Extension idea (new; not in the Guide)

Science of Reading and Decodability

How this trade chapter book fits a structured literacy classroom

What kind of text this is	A trade chapter book written for engagement and language comprehension. It is not a decodable text: its words are not controlled to a phonics scope and sequence. Use decodable texts from your core foundational-skills program for phonics practice, and use this book for read-aloud, fluency, vocabulary and comprehension work.
Who can read it independently	Students who decode most one- and two-syllable words accurately, typically by late grade 2 or grade 3. Text measures: average sentence length 8.9 words; about 70% of running words are very common; Flesch-Kincaid grade 2.7; publisher's estimate about 550L (range 500L to 600L), which sits inside the CCSS grade 2-3 Lexile band of 420L to 820L and below the grade 4-5 band of 740L to 1010L.
Grade 4 caution	For most grade 4 readers the book is below the grade-band complexity range. Use it as a read-aloud, a mentor text for writing, or independent reading for developing readers, not as a grade 4 complex anchor text.
Fluency	Short lines, dialogue in two distinct sister voices, echoes ("Hello... hello... hello...") and two big sound words (CRACK. and THUMP.) make the book a natural fit for repeated reading, echo and choral reading, partner reading and readers theater. Practice prosody with ellipses, italics for thoughts and stress, and exclamation points in dialogue. The IES practice guide on foundational skills recommends that students read connected text every day to support accuracy, fluency and comprehension.

Vocabulary	Each chapter has a seven-word list in the Educator's Guide (for example adrift, currents, pedestal, horizon, ancient, jagged, cove). Most are Tier 2 words taught in context; ocean words (barrier island, tide, current, dune, stilts) add domain knowledge. Compound words (seashell, flagpole, trapdoor, clothesline, driftwood) support word-part work.
Comprehension and knowledge	Builds background knowledge for ocean, weather and map units; chronological structure with chapter-ending hooks supports prediction and monitoring; one point of view (third person following Tunie) keeps inference manageable; similes and personification on most pages give practice with figurative language.
Structured literacy fit	In a structured literacy block, the book belongs in the language comprehension side of Scarborough's Reading Rope (background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge), with word-recognition skills taught through your core program. Choose a few multisyllabic words per chapter for explicit decoding practice before reading.
What this alignment does not claim	This book has not been reviewed by EdReports, a state adoption board or any curriculum publisher. It is not part of any program's official book list.

SOURCES

Research and Sources

All documents checked October 2026. Usage figures are reported exactly as published; Red Desk Press has not estimated any adoption numbers.

Finding	Detail	Source
RAND American Instructional Resources Survey, 2022-23 elementary ELA (Table 2.4a)	Most regularly used: Fountas & Pinnell Classroom 16%, Heggerty Bridge to Reading 14%, Benchmark Advance 11%, Units of Study (2018) 11%, Fundations 9%, Into Reading 9%, Wonders 2020 7%, CKLA 7%, Journeys 6%, myView 5%, Wonders 2017 5%, revised Units of Study 4%.	https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR134-20/RAND_RRA134-20.pdf
EdWeek Research Center district survey, 2024-25	Most common district curricula: Wonders, Benchmark Advance, Into Reading and CKLA. Units of Study use fell from about 9% to about 6% of districts.	https://www.edweek.org/teaching-learning/districts-using-high-quality-reading-curricula-still-supplement-with-other-materials-why/2025/08
EdWeek Research Center K-2 teacher survey, 2019	Top five: Units of Study (16%), Journeys, Into Reading, Leveled Literacy Intervention, Reading Recovery.	https://www.edweek.org/teaching-learning/the-most-popular-reading-programs-arent-backed-by-science/2019/12
Science of Reading policy shift	43 states and DC have passed laws or policies on evidence-based reading instruction since 2013 (EdWeek, updated Aug. 2026).	https://www.edweek.org/teaching-learning/which-states-have-passed-science-of-reading-laws-whats-in-them/2022/07
Common Core adoption	41 states, DC, four territories and DoDEA adopted the CCSS; states may revise.	https://www.thecorestandards.org/standards-in-your-state/
Florida 2020-21 K-12 ELA adoption (B.E.S.T.)	Adopted materials include Wonders (McGraw Hill, contract 2021 to 2026) and CKLA Florida Edition (Amplify).	https://www.flimadoption.org/bids/adoptedmaterial/219 https://www.fsbd.com/Catalog/DownloadProgramFile2?fileName=Amplify+Education+01b+K-5+CKLA+Florida.pdf&program=AdoptedK12ELA
Texas IMRA list	Texas State Board of Education list of instructional materials (IMRA), which includes Bluebonnet Learning K-5 ELA.	https://sboe.texas.gov/state-board-of-education/imra/imra-list-of-sboe-approved-instructional-materials.pdf

STANDARDS DOCUMENTS

Common Core State Standards for ELA (CCSS)	https://www.thecorestandards.org/ELA-Literacy/ https://www.thecorestandards.org/standards-in-your-state/
California Common Core State Standards for ELA/Literacy (CA CCSS)	https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf
Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS ELAR)	https://tea.texas.gov/curriculum-and-instruction/curriculum-standards/grade3-teks-062024.pdf https://tea.texas.gov/curriculum-and-instruction/curriculum-standards/grade2-teks-062024.pdf https://tea.texas.gov/curriculum-and-instruction/curriculum-standards/grade4-teks-062024.pdf
Florida's B.E.S.T. Standards for English Language Arts	https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf https://www.cpalms.org/ (Florida standards browser)
New York State Next Generation English Language Arts Learning Standards (revised 2017)	https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf
Virginia 2024 English Standards of Learning	https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/standards-of-learning https://www.doe.virginia.gov/home/showpublisheddocument/53643/638499760936600000

Georgia's K-12 English Language Arts Standards (adopted May 2023; full implementation 2025-26)	https://gadoe.org/learning/english-language-arts/ https://media.cobbk12.org/media/WWW/Cobb/medialib/3-5-ela-standards-2025-2026.1b3c56114217.pdf (district copy of the GaDOE 3-5 document)
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CURRICULA: EDREPORTS AND UNIT SOURCES

Amplify CKLA (Core Knowledge Language Arts)	https://edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015 https://amplify.com/pdf/uploads/2024/08/CKLA_3E_ProgramGuide_KnowledgeMap_082224.pdf
EL Education K-5 Language Arts	https://edreports.org/reports/overview/el-education-k-5-language-arts-2017 https://www.imaginelearning.com/wp-content/uploads/2023/12/753370622-ELE-Overview-Brochure.pdf https://oercommons.org/courses/grade-3-language-arts-module-4-water-around-the-world-second-edition
Wit & Wisdom	https://edreports.org/reports/overview/wit-wisdom-2016-k-2 https://edreports.org/reports/overview/wit-wisdom-2016-3-8 https://greatminds.org/hubfs/GM-%20Marketing%20Collateral%20Catalog/Collateral%20Catalog/Wit%20and%20Wisdom/WW_Module%20Topics%20%26%20EOM%20Task%20Writing%20Types_Final%20Web_11.11.22.pdf
HMH Into Reading	https://edreports.org/reports/overview/into-reading-2020 http://ps205.org/wp-content/uploads/2024/09/HMH-pacing-2024-25.pdf
Savvas myView Literacy	https://edreports.org/reports/overview/myview-literacy-2020 https://www.fruitportschools.net/downloads/curriculum__instruction/myview_literacy_detailed_scope__sequence_-_grade_3.pdf https://fruitport-cdn.fxbrt.com/downloads/curriculum__instruction/myview_literacy_detailed_scope__sequence_-_grade_4.pdf
McGraw Hill Wonders	https://edreports.org/reports/overview/wonders-2023 https://stpaulclark.com/page/academics/elementary/pacing-guides/english-language-arts/second-grade-ela-pacing-guide.pdf https://www.oakgrove.k12.mo.us/common/pages/DisplayFile.aspx?itemId=297381
Benchmark Advance	https://edreports.org/reports/overview/benchmark-advance-2022-k-2 https://edreports.org/reports/overview/benchmark-advance-2022-3-6 https://www.benchmarkadvance.com/oregon/pdfs/Scope_&_Sequence_Grade_2.pdf https://www.benchmarkadvance.com/oregon/pdfs/Scope_&_Sequence_Grade_3.pdf
Fishtank ELA	https://edreports.org/reports/overview/fishtank-ela-k-2 https://www.fishtanklearning.org/curriculum/ela/3rd-grade/materials/
Bookworms K-5 Reading and Writing	https://edreports.org/reports/overview/bookworms-2018 https://www.openupresources.org/ela-curricula/bookworms-k-5-reading-writing/
Units of Study (Reading and Writing Workshop)	https://edreports.org/reports/overview/units-of-study-2018 https://www.heinemann.com/shared/marketingcontent/calkins-samplers/calkinssamp_gr2final.pdf https://www.heinemann.com/shared/marketingcontent/calkins-samplers/calkinssamp_gr3final3.pdf https://www.heinemann.com/shared/onlineresources/e04717/progressions_3_types_of_writing.pdf

SCIENCE OF READING SOURCES

IES/WWC practice guide, Foundational Skills to Support Reading for Understanding in K-3 (2016)	https://ies.ed.gov/ncee/wwc/practiceguide/21
Supplemental Information for Appendix A of the CCSS: New Research on Text Complexity (Lexile grade bands)	https://files.eric.ed.gov/fulltext/ED576695.pdf
Education Week, Which States Have Passed 'Science of Reading' Laws? (updated Aug. 2026: 43 states and DC)	https://www.edweek.org/teaching-learning/which-states-have-passed-science-of-reading-laws-whats-in-them/2022/07

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