



March 2nd, 2022

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Jones County School District
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RE: Student Phonics and Spelling Foundational Reading Program

On behalf of Vista Higher Learning, I would like to thank you sincerely for the opportunity to participate in this RFP and for the review of our instructional resources. We share your commitment to student achievement, are proud of our work with your students and teachers over the years and understand the needs of the district. It would truly be our privilege to continue our collaboration in the future.

For any questions on our submission, please contact me accordingly at cleiva@vistahigherlearning.com I will gladly address any inquiry you may have.

We are offering a complete 4 levels solution for Reading Foundational Skills **and** Phonics with our **Discover Phonics K-3**, a systematic and explicit standards-driven foundational skills program designed specifically for Kindergarten, First Grade, Second Grade, and Third Grade with the intended student outcome be to improve phonemic awareness, alphabetic principle, decoding, and fluency. Please visit our phonics dedicated page for a full program overview, features, components, etc. <https://learn.vistahigherlearning.com/discover-phonics/>

Our program fully addresses all the Mississippi College and Career Readiness standards. Students gain an evidence-based knowledge of the core components of the five major areas of reading instruction (phonics, phonemic awareness, vocabulary, fluency, and comprehension). The primary focus of this curriculum is on two essential building blocks of reading: phonemic awareness and phonics. The program promotes vocabulary development, oral language development, reading skills, comprehension skills, and writing skills.

For a detailed program brochure, philosophy, components, and instructional samples, please visit: <https://promos.vistahigherlearning.com/2021/Samplers/PHO23/4/>

Discover Phonics evidence provided to support ESSA: Discover Phonics capitalizes on research to create an engaging literacy environment for all students. This program prepares students with the knowledge and skills grounded in the Science of Reading, so they become successful readers. Students gain an evidence-based knowledge of the core components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension). The primary focus of this curriculum is on two essential building blocks of reading: phonemic awareness and phonics. In addition, Discover Phonics incorporates the foundational research and progressive models designed to meet the needs of today's diverse learners. The research is translated into strategies that function in a cohesive manner, focusing on the desired result of raising readers.



Our program includes 32 printed decodable readers per each level, for a total of 128 titles. We do not duplicate titles across the 4 grade levels. These books are 100% decodable, age appropriate and phonics skills are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships that have been taught to students in each individual book. These include information on the pre-requisite vowel and consonant sounds addressed in the text, so that teachers can easily assign the decodable text to provide practice and reinforcement of phonics skills that have been taught. We’ve taken many factors into consideration at the time of development; the images on these readers are engaging, inclusive and depict social emotional learning. We’ve provided digital samples in the form of PDFs for each reader for review that can be viewed electronically.

We offer these readers in 6-packs for each level to share on small groups, please refer to our price list attached. It was difficult to get to a price per student in the requested format on your spreadsheet, since we did not the number of classrooms per level but please note that we can negotiate up to 30% discount of our price list. These prices will be honored for up to a year from the date the bid closes.

PD: The district is entitled to have 2 trainings consisting of no more than 3 hours each over the life of the adoption with district’s purchase. The trainings may be in-person or virtual. The two trainings will be at no cost to the district. If the district chooses to have additional training or in-service, the request is to be made to the sales representative who will schedule one for a fee of \$2,500. There is no limit to the number of participants.

We are submitting our samples digitally on the attached document plus login access to a demo to our platform.

Your local Language and Literacy Sales Specialist: Tyler Stein at tstein@vistahigherlearning.com

Regional Manager: Jimmy Moorehead at jmoorehead@vistahigherlearning.com

K-12 VP of Sales & Marketing: Arturo Castillón at acastillon@vistahigherlearning.com

Thank you in advance for your consideration. We look forward to hearing from you and, hopefully, to the opportunity to continue providing high quality, impactful language education resources to your districts’ students and teachers.

Sincerely,

Carla Leiva

Contracts Administrator

Vista Higher Learning

500 Boylston St. Suite 620 Boston, MA 02116

Phone (800) 269-6311

www.vistahigherlearning.com



QUALIFICATION AND EXPERIENCE

Vista Higher Learning, Inc. (VHL), is an independent, specialized, and privately-owned corporation, based in Massachusetts. It was founded in 1994 by a group of curriculum experts and editors with decades of experience on State and local standards and legal compliances, formed as a publisher focused exclusively on teaching World Languages. VHL is your one stop for the acquisition of the following languages: French, Spanish, German and Italian, and recently expanding to include Spanish Language Arts and ESL. At VHL we are committed to helping teachers and students communicate across different languages and cultures. It is our belief that:

- It is essential to prepare students for a world in which learning another language is a necessity, not a luxury.
- Language learning should be fun and rewarding, and all students should have the tools necessary for achieving success.
- Students who experience success when learning a language are more likely to continue their studies both inside and outside the classroom.

With this in mind, we decided to take a fresh look at all aspects of language instructional materials.

Our mission is to create superior quality language programs that boldly integrate text, technology, and media. By focusing on our singular passion, we let you focus on yours.

Vista Higher Learning's main office is in Boston Massachusetts where we have between 165 employees. We also have approximately 40 field-based staff.

Vista Higher Learning's materials are used in large districts across the United States and worldwide and they've been adopted at every State where we've submitted them. References attached.



Professional Development Plan

Vista Higher Learning, Inc. is pleased to offer professional development and implementation training at no charge upon adoption of VHL's learning materials.

Always available to the faculty and staff of these schools is a wide array of informational and technical assistance access points which are available online on demand and through frequent, regularly scheduled webinars.

Professional development is conducted by one of VHL's national trainers. Each trainer has thorough knowledge of the VHL programs as well as many years of classroom experience in teaching to K-12 students.

Initial Implementation Training (On Site)

Duration: One day (3 hours) suggested, or as desired by the district. Timing: Pre-service days in first year of implementation

Purposes:

- To provide an overview of the content and approach of VHL materials
- To demonstrate the integration of program components (texts, ancillaries, technology)
- To guide individual teacher access to and use of course preparation resources

Considerations: Training may be provided per level or in multi-level groups, according to the situation and objectives of the district.

Weekly Live Webinars (two per week)

These are twice per week live webinars hosted by master teachers using the VHL programs. These sessions, great to view in teams, support research that tells "recurring sessions with mentoring teams that provide long-term professional growth opportunities for teachers. Resulting from this professional growth come goal-oriented increases in the range, pace, and quality of student learning."

From Learning Forward we know:

"Learning Communities --Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment".

Implementation Training (On Site)

Duration: One half day (3 hours), or as desired by the district.

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500 Boylston Street, Suite 620
Boston, MA. 02116
Ph: 800-269-6311
Fax: 617-426-5215
www.vistahigherlearning.com



Timing: Spring of initial year through and including summer or second year.

Purposes:

- To reflect on and address questions emerging from further review of the materials
- Integration of VHL technology in teaching and assessment
- To address content and topics as may be specified by the district.

Considerations: Training may be provided per level or in multi-level groups, according to the situation and objectives of the district.

Continuing Implementation Training (On Site)

Duration: One half day (3 hours) suggested for each of the two potential types, or as desired by the district.

Timing: Once annually as may be needed; summer to pre-service days

Purposes:

- To provide new teachers with an overview of the content, approach, and integration of VHL materials or those who did not attend the June training
- To provide returning teachers with specific insights and practice to strengthen and clarify their work with VHL materials.

Considerations: Training may be provided per level or in multi-level groups, according to the situation and objectives of the situation.

Ongoing Online Training and Support

In addition to the on-site training, VHL offers support at no charge for online training. Such training may include:

- Webinars led by VHL trainers for individual teachers or small groups that desire specific topics related to use of VHL materials.
- Thorough technology support:
 - On-demand video presentations on specific technology topics
 - Live, regularly scheduled webinars at Basic and Advanced levels
 - For teachers and students: website, email, and phone tech support.

Professional Development on World Language Pedagogy and Methodologies

Vista Higher Learning can provide districts with a variety of single and multi-day workshops addressing topics and skills specific to world language instruction. A catalog of such workshops is provided upon request. There

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is a fee for these workshops.

Topics may include: (but all not limited to)

- Supporting 21st Century Learners in Today's Digital Teaching/Learning Environments
- ESL Success with WIDA Standards
- Preparing for ACTFL World Readiness Standards
- Teaching for Success with World Language TEKS
- Implementing Effective Second Language Acquisition Strategies for Maximum Teacher and Student Performance
- Learning Beyond the Classroom: How Digital Tools Support Communication, Community and Culture
- Empowering Students, Differentiating Instruction and Meeting All Learners' Needs

Customer Service and Tech Support:

- **Mon-Fri** 8:00am - 9:00pm EST and **Sun** 11:30am - 9:00pm EST
- **Sat** 11:30am - 8:00pm EST (School and Semester Start Only)
- Teacher ONLY Line - 800.922.6003
- Student Support Line - 800.248.2813
- <http://support.vhlcentral.com>

Vista Higher Learning (VHL) strives to make our print and digital products and services accessible to all users, regardless of abilities. Through internal reviews, input from our users, and outside expert testing, we continuously seek to improve the usability and accessibility of these products and services.

<https://vistahigherlearning.com/accessibility>

All VHL materials are submitted for Braille as soon as they are developed:

NIMAS: <https://nimac.overdrive.com/ContentInventory/Search>

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VHL Technology:

Remote instruction for acquiring a language.

“Online language learning courses, designed for in-class and remote learning, that offer course management, learning materials, practice activities, communication systems, and assessment. These online courses are coupled with a variety of interoperability options for single sign-on and rostering.”

Please refer to this link for Browsers and devices:

<https://support.vhlcentral.com/hc/en-us/articles/213224758-vhlcentral-Technical-Requirements>

Network specifications

To ensure the best experience for your students and instructors, your firewall may need to be updated to allow access to the following domains and ports:

Allow access to *.vhlcentral.com (all subdomains (.vhlcentral.com)).

Open ports 80, 443, and 1935 to all TCP traffic (1935 is used for the recording service via RTMP, which is TCP-based). <https://support.vhlcentral.com/hc/en-us/articles/214836707>

IP addresses that will require whitelisting.

*.tokbox.com, *.opentok.com, *.pubnub.com, *.pubnub.net, *.pubnub.io, ps1 through ps20.pndsn.com.

<https://support.vhlcentral.com/hc/en-us/articles/214836707>

We run a high-availability, cloud-based platform with automated infrastructure provisioning for high-demand usage.



Jones County School District

Student Phonics and Spelling Foundational Reading Program

VHL Central Access Information

To access the online components of your programs on VHL Central, please follow these **three steps**:

- 1) Access the Supersite by going to <https://www.vhlcentral.com/>
- 2) Log in to the review account using the following credentials:
 - **Username:** phonics@jonesk12.org
 - **Password:** jones2022
- 3) Click on **any book cover** you want to review

This review account contains two types of digital review access – **Trial Access** and **Virtual Sample Access**.

- **Trial Access** will allow you to review the activities and resources available on the Supersite, in addition to the online textbook.
- **Virtual Sample Access** will allow you to review a digital version of the student edition and teacher edition book for that level.

With trial access, once you select a book to review, hover over the **CONTENT** tab. You will find many of the components that support students listed under this tab.

- **ACTIVITIES** will take you to the online activities that students can complete.
- **RESOURCES** will take you to the teacher resources that can be used in each of the lessons.
- **STUDENT VIEW** - click on the settings icon located in the second horizontal bar in the smaller left rectangle and then select "Login as Sample Student."





Program Information

Discover Phonics is built around the unique needs of emerging readers and provides engaging, dynamic print and digital learning opportunities that build and grow over the course of the program.

- **NOTE:** Currently, trial access is only available for Week 3 for grade one and Week 2 for grade three, and contains limited review content as *Discover Phonics* is currently in development. This program will be ready for implementation for the 2022-2023 school year. <https://learn.vistahigherlearning.com/discover-phonics/>
- Please review the following additional resources:
 - Program Brochure: <https://learn.vistahigherlearning.com/discover-phonics/index.html>
 - Sampler Flipping Book: <https://promos.vistahigherlearning.com/2021/Samplers/PHO23/>
 - **Visit the links below for Digital samples as follows:**
 - Student Books K-3 <https://vhl.canto.com/b/HGIER>
 - Teacher Editions K-3 <https://vhl.canto.com/b/QUSE2>
 - Ancillaries- Cards <https://vhl.canto.com/b/IBADQ>
 - Decodable Readers K <https://vhl.canto.com/b/RPKD1>
 - Decodable Readers 1 <https://vhl.canto.com/b/J42CT>
 - Decodable Readers 2 <https://vhl.canto.com/b/OICK4>
 - Decodable Readers 3 <https://vhl.canto.com/b/GUQJS>
 - Assessments <https://vhl.canto.com/folder/HMU4U?display=thumbnail&viewIndex=0&gSortingForward=false&gOrderProp=uploadDate&from=thumbnail>



Discover Phonics for Grades K-3



Discover Phonics for Foundational Literacy ©2023

Discover Phonics for Foundational Literacy is a dynamic, fully interactive print and digital English language arts foundational skills program designed to build phonemic awareness and phonetic skills children need to become strong, lifelong readers. Engaging songs, manipulatives, decodable readers, media, and hands-on games and activities motivate and teach children as they embark on an adventure to discover (and master!) the amazing world of phonics.

Learn more: learn.vistahigherlearning.com/discover-phonics

Aligned with standards: **Discover Phonics** is fully aligned with the following standards: CCSS (ELA), CA (ELA & ELD), TX TEKS (ELA & ELPS), FL BEST (ELA), Virginia SOL (ELA), Tennessee (ELA), New Mexico (ELA), WIDA.

Builds Proficiency: **Discover Phonics** ensures proficiency of alphabet knowledge and letter recognition, handwriting, phonological and phonemic awareness, sound-spelling associations, word skills, high-frequency words, print awareness, fluency, and spelling.

Develops Complementary Skills: **Discover Phonics** promotes vocabulary development, oral language development, reading skills, comprehension skills, and writing skills.

Engages Students: **Discover Phonics** incorporates dynamic and vibrant songs, rhymes, chants and decodable stories as part of the learning routines. It supports and builds confidence of students as they progress from emergent to fluent readers.



An unparalleled digital experience built to support young learners as they discover, learn, and master Phonics.

FOR TEACHERS

With integrated content, comprehensive resources, and innovative tools, Supersite provides everything you need to engage students and support learning.

- Online Teacher Edition
- Online gradebook to track student and class progress
- Assessment Program
- Interactive Student Books with embedded audio/video, interactive letter and handwriting tutorials, and practice activities
- All audio and video
- Additional online teacher resources to project: teacher guide lessons, poems, songs, and more

FOR YOUR STUDENTS

Motivate and engage students from start to finish. From the interactive student book to decodable readers, and practice activities students find exactly what they need when they need it, all in a safe digital space.

- Interactive Student Books with embedded audio/video
- Interactive letter and handwriting tutorials
- Practice activities
- Animated songs connected to sound-spelling relationships
- Decodable eReaders with audio synchronization and vocabulary highlighting and pronunciation



Contact your Sales Representative for Supersite access at
vistahigherlearning.com/contact-a-rep



Discover Phonics is a new, systematic and explicit standards-driven foundational skills program designed specifically for Kindergarten, First Grade, Second Grade, and Third Grade students. **Discover Phonics** prepares students with the knowledge and skills grounded in the Science of Reading, so they become successful readers. Students gain an evidence-based knowledge of the core components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension). The primary focus of this curriculum is on two essential building blocks of reading: phonemic awareness and phonics. This powerful multi-sensory print and digital solution develops phonemic awareness, phonics, and literacy skills through engaging lessons while addressing the needs of every student. The program is built around the unique needs of emerging readers and provides dynamic learning opportunities that build and grow over the course of the program. The interactive learning opportunities, scaffolding, and support also allow teachers to successfully address the unique academic challenges faced by emerging readers.

Discover Phonics ensures proficiency of alphabet knowledge and letter recognition, handwriting, phonological and phonemic awareness, sound-spelling relationships, word skills, high-frequency words, print awareness, fluency, and spelling. The program promotes vocabulary development, oral language development, reading skills, comprehension skills, and writing skills. The content engages young learners with dynamic and vibrant songs, rhymes, and chants that include the weekly sound-spelling skills. The systematic

and explicit instruction supports and builds confidence of students as they progress from emergent to fluent readers. The meaningful practice and application is enhanced throughout the program through engaging videos, manipulatives, and multi-modality learning opportunities. The innovative instruction, 100% decodability in the student edition and connected texts, provide an unparalleled learning experience for young readers. For a detailed overview of the program philosophy, components, and instructional samples, please visit:

<https://promos.vistahigherlearning.com/2021/Samplers/PHO23/4/>



PHILOSOPHY AND RESEARCH

Today, there is an extensive body of knowledge and research upon which to base early literacy instruction. Teaching students to read is crucial, as it affects all other academic achievement. According to Moats (2020), “By the year 2000, after decades of multidisciplinary research, the scientific community achieved broad consensus regarding the essential components of effective reading instruction. Two decades later, hundreds of additional studies have refined and consolidated what is known to bolster reading achievement.” This program capitalizes on research to create an engaging literacy environment for all students. Discover Phonics prepares students with the knowledge and skills grounded in the Science of Reading, so they become successful readers. Students gain an evidence-based knowledge of the core components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension). The primary focus of this curriculum is on two essential building blocks of reading: phonemic awareness and phonics.

As students develop necessary core knowledge and skills, they are simultaneously set up to develop the joy of reading! Through proven strategies that incorporate poetry, music, art and movement, children can enjoy learning to read in exciting ways!

Phonemic Awareness

It is important for students to notice and work with individual sounds in spoken words before moving to written forms. This is called phonemic awareness. It involves being able to isolate, identify and segment sounds. Students begin blending sounds to form words. This is done at the listening and speaking level first. That is what distinguishes it from phonics. Research indicates those who develop phonemic awareness learn to read and spell more efficiently (National Reading Panel, 2000; Kame'enui et al 2002; Foorman et al, 2016). Research specifically supports activities that focus on the following areas as effective—all of which are explicitly included in this curriculum:

Phoneme manipulation

Students engage in ways to work with phonemes in words by manipulating the phonemes. The manipulation includes: blending phonemes to make words, segmenting words into phonemes, deleting phonemes from words, adding phonemes to words, or substituting one phoneme for another to make a new word.

Blending

Students combine individual phonemes to form words by blending the phonemes. They also are blending when they combine onsets and rimes to make syllables and combine syllables to make words.



Segmenting

Students break words into their individual phonemes to segment the words. They also segment words into syllables and syllables into onsets and rimes. (National Institute for Literacy, 2003). Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.

Phonics

Students must develop knowledge of the sound system relationship. Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Students then learn to use these relationships to read and write words. Research has consistently proven that explicit instruction in phonics is an essential. This curriculum helps teachers to explicitly and systematically:

- instruct students in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words.
- help students understand why they are learning the relationships between letters and sounds.
- help students apply their knowledge of phonics as they read words, sentences, and text.
- help students apply what they learn about sounds and letters to their own writing.
- adapt to the needs of individual students, including **English Learners, Students with Disabilities and others**, based on assessment.
- include alphabetic knowledge (August & Shanahan, 2006)

Language Interaction in the Classroom

The work of Vygotsky (1978) has long served as a foundation for much of the research and theory on language development in the classroom. He believed strongly in the role of social interaction in the development of cognition and language. Notably, the importance of multiple exposures and meaningful interactions with language is key. Humans cannot learn a language through rote memorization and have it be preserved or applied in any meaningful way. Instead, repeated exposure through multiple opportunities is crucial. Today, many researchers build on this information. For example, Blevins (2016) discusses the ways a systematic approach can move teachers away from isolated skills work and toward a meaningful application of phonics skills.

In essence, Discover Phonics incorporates the foundational research and progressive models designed to meet the needs of today's diverse learners. The research is translated into strategies that function in a cohesive manner, focusing on the desired result of raising readers.



References:

August, D. and Shanahan, T. (2006). Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Center for Applied Linguistics (CAL), Lawrence Erlbaum Associates: Mahwah, NJ.

Blevins, W., & Chambliss, M. (2017). Phonics from A to Z: a practical guide. Scholastic.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... &Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. Available at:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002). Effective teaching strategies that accommodate diverse learners (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Moats, L. C. (2020). Speech to print: Language essentials for teachers. (3rd ed.) Baltimore, MD; Brookes.

National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction [on-line]. Available:
<http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

Vygotsky, L.S. (1978) Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.



ASSESSMENTS

There are many variables to consider when assessing students. This is an important part of managing a smooth classroom conducive to learning. Students bring forward varying levels of background knowledge. Literacy development is often not linear across language domains (e.g., students may have higher oral proficiency in some cases and written proficiency in others). The “funds of knowledge” (Moll, 2013) or multicultural resources they possess play an important role too. From an instructional perspective, Discover Phonics uses a spiral approach, so that students can revisit several components of learning throughout the curriculum. The assessment philosophy follows this approach. The systematic approach views all student activities as providing information about achievement. As such, formative assessment plays a vital role. Formative assessment is an ongoing process related to student progress toward meeting learning targets goals, or objectives of a unit. During the instructional cycle, teachers gather information to determine the effectiveness of instruction. Based on that information, teachers provide timely and relevant feedback (Gottlieb, 2016). Further, teachers use this information to tailor instruction. Discover Phonics offers teachers explicit guidance in both the “amplify” and “scaffold” section of each lesson, as well as the “Assess and Reteach” segments.

Students themselves play a vital role in the assessment process. Gottlieb (2016) describes the importance of students, especially English Learners contributing to and helping to shape the assessment process. They should begin to advocate for themselves, take responsibility for their own learning, work towards becoming independent and self-regulated learners. Children should begin to monitor their personal growth and progress towards their learning goals, work with peers, and gradually become instructional resources for each other. When learners regularly stop to check on their understanding, they can demonstrate what they know in ways that relate to the current learning, as well as the knowledge that is developing.

Assessment Types

Benchmark Diagnostic

Weekly Quizzes

- Sound-spelling relationships
- Spelling words

Cumulative Quizzes

- Sound-spelling relationships
- Spelling words

Writing Prompts and Rubrics



Assessment Routine

EXPLORE AND LEARN Offer time for students to preview any graphics or visuals. This can activate background knowledge and help them recall what they know from the unit. In addition, go over the language of the instructions to ensure students comprehend in advance what they are being asked to do.

PRACTICE The lesson tasks include many formative assessments that appear continuously via activities so that metacognition about learning develops clearly.

COMMUNICATE Once assessments are completed (formative or summative), discuss them with children so they can see what they have learned and where to grow. Capitalize on the known and ensure responsive instruction based on results.

ASSESSMENT Collect written answers and take anecdotal notes as part of formative assessments, in addition to the formative assessments included in the teacher edition, and summative components. It is recommended to follow the units and assessments in a sequential order, so that the carefully planned pedagogical sequence is followed.

References:

Gottlieb, M. (2016). Assessing English language learners: bridges to educational equity: connecting academic language proficiency to student achievement. Thousand Oaks, CA: Corwin, A SAGE Company.

Moll, L. C., Soto-Santiago, S. L., & Schwartz, L. (2013). Funds of knowledge in changing communities. International Handbook of Research on Children's Literacy, Learning, and Culture, 172-183.



Discover Phonics K

Classroom Kit (Includes: Teacher Edition, Student Worktext (20 each), Picture Cards, Sound-Spelling Cards, High-Frequency Word Cards, Word-Building Cards, Decodable Readers, Assessment Program) Discover Phonics 2023 SSPlus (3Y)	978-1-54337-344-8	\$1,749 .95
Worktext + SSPlus (6Y)	978-1-54337-334-9	\$59 .95
Worktext (10-pack)	978-1-54337-352-3	\$64 .95
Teacher Kit (Includes: Teacher Edition, Picture Cards, Sound-Spelling Cards, High-Frequency Word Cards, Word-Building Cards, Decodable Readers, Assessment Program) 32 Decodable Readers Library (6-pack)	978-1-54337-336-3	\$299 .95
	978-1-54337-348-6	\$549 .95
My Mom		
Ants Go to School		
What Do You Like?		
Play in the Park		
Matt and Pat Can		
Tim and Tam		
The Play		
At Bat		
Where Can Cam Go?		
Where Is Pip?		
Will I Fit?		
A Hat for Hal		
Dot and Dad at Bat		
Rob Ran		
Tig and Gabs Go		
Ten Red Hens		
Lill and Tess		
Kip Can Kick		
What Do Ducks Like?		
Will Ken or Wes Win?		
Which One?		
Vin Can Help		
A Big Day for Quin		
Zack and Yan at the Zoo		
The Race		
Pine Lake		
My Cat, Mopes		
Zeke Plays the Flute		
Dad and Kit		
The Fox and the Hens		
Five Apes in Capes		
June and Poke		

Discover Phonics 1

Classroom Kit (Includes: Teacher Edition, Student Worktext (20 each), Picture Cards, Sound-Spelling Cards, High-Frequency Word Cards, Word-Building Cards, Decodable Readers, Assessment Program)	978-1-54337-345-5	\$1,749 .95
Discover Phonics 2023 SSPlus (3Y)		\$59 .95
Worktext + SSPlus (6Y)	978-1-54337-333-2	\$64 .95
Worktext (10-pack)	978-1-54337-353-0	\$299 .95
Teacher Kit (Includes: Teacher Edition, Picture Cards, Sound-Spelling Cards, High-Frequency Word Cards, Word-Building Cards, Decodable Readers, Assessment Program)	978-1-54337-337-0	\$549 .95
32 Decodable Readers Library (6-pack)	978-1-54337-349-3	\$1,719 .95
Pam and Tam		
Sam and Tim		
Bob		
Bugs, Bugs, Bugs		
On a Bus		
Muff and Puff		
Ed and Beth Go Fishing		
Ten Chicks		
The Trip		
Brad's Birthday		
Kate and Dad Ride		
Rules at Home		
The Rose Pin		
Kay and Ray in the Rain		
The Green Tree		
The Snowman		
Jin Can't Stop		
Drew's Plane		
Fun at Camp		
The Park		
The New Girl		
Soaring on Water		
My Bookshelf		
Roy's Day		
Paul Plays Ball!		
The Show		
Road Signs		
See What You Can Do!		
Seeing the Sights		
We Like the Farm		
Look Up!		
Maw Has a Big Farm		

Discover Phonics 2

Classroom Kit (Includes: Teacher Edition, Student Worktext (20 each), Picture Cards, Sound-Spelling Cards, High-Frequency Word Cards, Word-Building Cards, Decodable Readers, Assessment Program)	978-1-54337-346-2	\$1,749 .95
Discover Phonics 2023 SSPlus (3Y)		\$59 .95
Worktext + SSPlus (6Y)	978-1-54337-334-9	\$64 .95
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Tim Has a Mat		
When Will It Pop?		
Jeff and Tess Help		
The Best Job		
Seth Is Sick		
Ty and Jo		
Jake Can Run a Mile		
From Here to There		
A Picnic at the Table		
Gail and Clay Play Chess		
My Funny Family		
Joe Gets a Coat		
What Do You See in the Sky		
Kim Is Strong		
Happy at School		
Bart's Pets		
Lunch for Four		
Mom Goes to Work		
Vic Cares for Animals		
Matt's Book		
The New Student		
On the Playground		
No More Noise!		
The Walker Family Goes Camping!		
Alissa's Birthday Party		
Our Adventure Around Town		
Nice to Meet You!		
Meet Our Family		
Burritos With a Bib		
Brook and Cooper		
All About Strawberries		
An Incredible Birthday Adventure		

Discover Phonics 3

Classroom Kit (Includes: Teacher Edition, Student Worktext (20 each), Picture Cards, Sound-Spelling Cards, High-Frequency Word Cards, Word-Building Cards, Decodable Readers, Assessment Program)	978-1-54337-347-9	\$1,749 .95
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A Bump in the Rug		
When Will We Take Off?		
Time for Lunch		
Ray Is Late for the Bus		
The Seeds		
A Windy Day		
A Splendid Tune		
A Snowy Day		
Hugh and Madge Go Sledding		
The Finish Line		
Irma and Bernie		
A Picnic in the Park		
Animals and Their Homes		
Fair and Square		
The Wolf and the Lambs		
The Goose Who Hooted at the Moon		
The Amazing Whale		
Marshes		
A Party for Paul		
Dark Clouds		
Enjoy the Night Sky		
Reindeer Number Eight		
The Turkey Vulture		
How We Get Around		
Your Unique Talents		
A Great Day at the Beach		
The Tiny Lucky Bunny		
At the Farmers Market		
Rooster Goes to School		
The Lonely Brown Cow		
The Rocket Launch		
My Summer Vacation		



Correlation of
Discover Phonics for Foundational Literacy
 Kindergarten



to
 Mississippi College- and- Career Readiness Standards
 English Language Arts

	SB=Student Book; TE=Teacher's Edition
Print Concepts	
RF.K.1. Demonstrate understanding of the organization and basic features of print.	TE pp. 75, 84, 135, 144, 183, 192, 195, 204, 219, 228, 243, 252, 255, 264, 279, 288, 351, 360
RF.K.1a. Follow words from left to right, top to bottom, and page by page.	SB pp. 2, 8, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188 TE pp. 27, 33, 36, 37, 63, 67, 69, 72, 147, 156, 159, 168, 171, 180, 231, 240, 303, 312, 327, 336, 375, 384
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	SB pp. 2, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188

	TE pp. 3, 12, 39, 48, 51, 60, 267, 276, 339, 348
RF.K.1c. Understand that words are separated by spaces in print.	SB pp. 2, 8, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188 TE pp. 57, 87, 96, 99, 108, 314, 324
RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	SB pp. 3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141 TE pp. 3, 4, 6, 8, 10, 12, 15, 16, 18, 20, 22, 24, 27, 28, 30, 32, 34, 36, 39, 40, 42, 44, 46, 48, 51, 54, 56, 58, 60, 63, 66, 68, 70, 72, 75, 78, 80, 82, 84, 87, 90, 92, 94, 96, 99, 102, 104, 106, 108, 111, 114, 116, 118, 120, 123, 126, 128, 130, 132, 135, 138, 140, 142, 144, 147, 150, 152, 154, 156, 159, 162, 164, 166, 168, 171, 174, 176, 178, 180, 183, 186, 188, 190, 192, 195, 198, 200, 202, 204, 207, 210, 212, 214, 216, 219, 222, 224, 226, 228, 231, 234, 236, 238, 240, 243, 246, 248, 250, 252, 255, 258, 260, 262, 264, 267, 270, 272, 274, 276, 279, 282, 284, 286, 288
Phonological Awareness	
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	TE pp. 2, 6, 8, 10, 12, 20, 62, 74, 78, 110, 146, 182, 218, 254, 290, 302, 306, 308, 310, 312, 320, 362, 374, 378
RF.K.2a. Recognize and produce rhyming words.	TE pp. 22, 26, 30, 36, 86, 90, 96, 122, 126, 132, 158, 162, 194, 198, 230, 234, 240, 266, 270, 276, 322, 326, 330, 336
RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	TE pp. 14, 18, 24, 314, 318, 324, 380, 382, 384
RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.	TE pp. 32, 34, 92, 94, 128, 130, 164, 166, 168, 200, 202, 204, 236, 238, 272, 274, 332, 334

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	TE pp. 50, 54, 56, 58, 60, 70, 84, 98, 102, 104, 106, 108, 118, 120, 134, 138, 140, 142, 144, 154, 170, 174, 176, 178, 180, 190, 207, 210, 212, 214, 216, 226, 242, 246, 248, 250, 252, 262, 278, 282, 284, 286, 288, 298, 350, 354, 356, 358, 360, 370
RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TE pp. 66, 68, 72, 114, 116, 150, 152, 156, 186, 188, 192, 222, 224, 228, 258, 260, 264, 294, 296, 300, 366, 368, 372
Phonics and Word Recognition	
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	TE pp. 4, 6, 8, 10, 12, 16, 18, 20, 22, 24, 28, 30, 32, 34, 36, 40, 42, 44, 46, 48, 52, 54, 56, 58, 60, 64, 66, 68, 70, 72, 76, 78, 80, 82, 84, 88, 90, 92, 94, 96, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 124, 126, 128, 130, 132, 136, 138, 140, 142, 144, 148, 150, 152, 154, 156, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 232, 234, 236, 238, 240, 244, 246, 248, 250, 252, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 280, 282, 284, 286, 288, 292, 294, 296, 298, 300, 304, 306, 308, 310, 312, 316, 318, 320, 322, 324, 328, 330, 332, 334, 336, 340, 342, 344, 346, 348, 352, 354, 356, 358, 360, 364, 366, 368, 370, 372, 376, 378, 380, 382, 384
RF.K.3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for many of the most frequent sounds for each consonant.	SB pp. 4, 16, 22, 28, 40, 46, 52, 64, 70, 76, 82, 88, 100, 106, 118, 124, 130, 136, 142 TE pp. 3, 4, 6, 8, 10, 12, 27, 28, 30, 32, 34, 36, 39, 40, 42, 44, 46, 48, 51, 52, 54, 56, 58, 60, 75, 76, 78, 80, 82, 84, 87, 88, 90, 92, 94, 96, 99, 100, 102, 104, 106, 108, 123, 124, 126, 128, 130, 132, 135, 136, 138, 140, 142, 144, 147, 148, 150, 152, 154, 156, 159, 160, 162, 164, 166, 168, 171, 172, 174, 176, 178, 180, 195,

	196, 198, 200, 202, 204, 207, 208, 210, 212, 214, 216, 231, 232, 234, 236, 238, 240, 243, 244, 246, 248, 250, 252, 255, 256, 258, 260, 262, 264, 267, 268, 270, 272, 274, 276, 279, 280, 282, 284, 286, 288
RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>SB pp. 10, 34, 58, 94, 112, 147, 148, 153, 154, 159, 160, 165, 166, 171, 177, 178, 183, 189</p> <p>TE pp. 15, 16, 18, 20, 22, 24, 63, 64, 66, 68, 70, 72, 111, 112, 114, 116, 118, 120, 183, 184, 186, 188, 190, 192, 219, 220, 222, 224, 226, 228, 291, 292, 294, 296, 298, 300, 303, 304, 306, 308, 310, 312, 315, 316, 318, 320, 322, 324, 327, 328, 330, 332, 334, 336, 339, 340, 342, 344, 346, 348, 351, 352, 354, 356, 358, 360, 363, 364, 366, 368, 370, 372, 375, 376, 378, 380, 382, 384</p>
RF.K.3c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<p>SB pp. 5, 6, 11, 12, 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156, 161, 162, 167, 168, 173, 174, 179, 180, 185, 186, 191, 192</p> <p>TE pp. 4, 7, 9, 11, 13, 16, 19, 21, 23, 25, 28, 31, 33, 35, 37, 40, 43, 45, 47, 49, 52, 55, 57, 59, 61, 64, 67, 69, 71, 73, 76, 79, 81, 83, 85, 88, 91, 93, 95, 97, 100, 103, 105, 107, 109, 112, 115, 117, 119, 121, 124, 127, 129, 131, 133, 136, 139, 141, 143, 145, 148, 151, 153, 155, 157, 160, 163, 165, 167, 169, 172, 175, 177, 179, 181, 184, 187, 189, 191, 193, 196, 199, 201, 203, 205, 208, 211, 213, 215, 217, 220, 223, 225, 227, 229, 232, 235, 237, 239, 241, 244, 247, 249, 251, 253, 256, 259, 261, 263, 265, 268, 271, 273, 275, 277, 280, 283, 285, 287, 289, 292, 295, 297, 299, 301, 304, 307, 309, 311, 313,</p>

	316, 319, 321, 323, 325, 328, 331, 333, 335, 337, 340, 343, 345, 347, 349, 352, 355, 357, 359, 361, 364, 367, 369, 371, 373, 376, 379, 381, 383, 385
Fluency	
RF.K.4. Read emergent-reader texts with purpose and understanding.	TE pp. 57, 59, 61, 69, 71, 73, 81, 83, 85, 93, 95, 97, 105, 107, 109, 117, 119, 121, 129, 131, 133, 141, 143, 145, 153, 155, 157, 165, 167, 169, 177, 179, 181, 189, 191, 193, 201, 203, 205, 213, 215, 217, 225, 227, 229, 237, 239, 241, 249, 251, 253, 261, 263, 265, 273, 275, 277, 285, 287, 289, 297, 299, 301, 309, 311, 313, 321, 323, 325, 333, 335, 337, 345, 347, 349, 357, 359, 361, 369, 371, 373, 381, 383, 385
Reading: Literature	
Key Ideas and Details: RL.K.1 With prompting and support, ask and answer questions about key details in a text.	TE pp. 57, 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 237, 249, 261, 273, 285, 297, 309, 321, 333, 345, 357, 369, 381
RL.K.2 With prompting and support, retell familiar stories, including key details.	TE pp. 143, 155, 311, 347
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	TE pp. 11, 23, 47, 59, 83, 95, 131, 143, 155, 167, 179, 191, 215, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 371, 383
Reading: Informational Text	
Key Ideas and Details: RI.K.1 With prompting and support, ask and answer questions about key details in a text.	TE pp. 45, 225
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	TE pp. 47, 227

RI.K.5 Identify the front cover, back cover, and title page of a book.	TE pp. 7, 9, 15, 19, 21, 24, 25, 31, 33, 43, 45
Language	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1.A Print many upper- and lowercase letters.	<p>SB pp. 3, 4, 9, 10, 15, 16, 21, 22, 27, 28, 33, 34, 39, 40, 45, 46, 51, 52, 57, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 88, 93, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 124, 129, 130, 135, 136, 141, 142</p> <p>TE pp. 3, 15, 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279</p>
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2.A Capitalize the first word in a sentence and the pronoun I.	<p>SB pp. 47</p> <p>TE pp. 88, 91, 99, 103, 105, 107, 108, 109, 115, 117, 119, 121, 123, 127, 129, 131, 132, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 165, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 205, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 291, 295, 297, 299, 300, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>

L.K.2.B Recognize and name end punctuation.	TE pp. 55, 59, 67, 71, 79, 83, 91, 95, 103, 107, 111, 115, 119, 120, 127, 131, 139, 143, 151, 155, 163, 167, 175, 179, 187, 191, 199, 203, 207, 211, 215, 216, 223, 227, 235, 239, 247, 251, 259, 263, 271, 275, 283, 287, 295, 299, 307, 311, 319, 323, 331, 335, 343, 347, 355, 359, 363, 367, 371, 372, 379, 383
L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).	SB pp. 4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142 TE pp. 3, 15, 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279
L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TE pp. 3, 15, 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303, 315, 327, 339, 351, 363, 375



Correlation of
Discover Phonics for Foundational Literacy
 Grade 1



to
 Mississippi College- and- Career Readiness Standards
 English Language Arts

SB=Student Book; TE=Teacher's Edition	
Reading: Literature	
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	TE pp. 9, 21, 33, 57, 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249, 261, 273, 285, 297, 309, 333, 345, 357, 369, 381
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TE pp. 35, 83, 107, 119, 143, 167, 191, 239, 251, 275, 299, 359, 383
RL.1.3 Describe characters, settings, and major events in a story, using key details.	TE pp. 11, 23, 59, 71, 131, 155, 179, 215, 287, 311, 347, 371
Reading: Informational Text	
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	TE pp. 45, 321
RI.1.2 Identify the main topic and retell key details of a text.	TE pp. 47, 323
Reading: Foundational Skills	
Print Concepts:	
RF.1.1 Demonstrate understanding of the organization and basic features of print.	

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE pp. 5, 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365, 377
Phonological Awareness:	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	TE pp. 3, 6, 8, 15, 18, 20, 27, 30, 32, 39, 42, 44, 51, 54, 56, 123, 126, 128, 135, 138, 140, 147, 150, 152, 159, 162, 164, 171, 174, 176, 183, 186, 188, 195, 198, 200, 207, 210, 212, 315, 318, 320, 327, 330, 332, 339, 342, 344
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TE pp. 8, 20, 24, 32, 36, 44, 56, 68, 70, 80, 82, 84, 92, 94, 104, 106, 116, 118, 120, 128, 130, 140, 142, 152, 154, 156, 164, 166, 176, 178, 180, 188, 190, 200, 202, 204, 212, 214, 216, 224, 226, 236, 238, 248, 250, 252, 260, 262, 272, 274, 276, 284, 286, 296, 298, 300, 308, 310, 320, 322, 332, 334, 344, 346, 348, 356, 358, 368, 370, 380, 382
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TE pp. 2, 6, 12, 14, 18, 26, 30, 38, 42, 50, 54, 60, 62, 66, 72, 74, 78, 86, 90, 96, 98, 102, 108, 110, 114, 122, 126, 132, 134, 138, 144, 146, 150, 158, 162, 168, 170, 174, 182, 186, 192, 194, 198, 206, 210, 218, 222, 228, 230, 234, 240, 242, 246, 254, 258, 264, 266, 270, 278, 282, 288, 290, 294, 302, 306, 312, 314, 318, 324, 326, 330, 336, 338, 342, 350, 354, 360, 362, 366, 372, 374, 378, 384
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TE pp. 10, 22, 24, 34, 46, 48, 58, 68, 70, 80, 82, 84, 92, 94, 104, 106, 116, 118, 120, 128, 130, 140, 142, 152, 154, 156, 164, 166, 176, 178, 180, 188, 190, 200, 202, 204, 212, 214, 216, 224, 226, 236, 238, 248, 250, 252, 260, 262, 272, 274, 276, 284, 286, 296, 298, 300, 308, 310, 320, 322, 332, 334, 344, 346, 348, 356, 358, 368, 370, 380, 382
Phonics and Word Recognition:	

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs.	SB pp. 38, 39, 40, 42, 44, 45, 48 TE pp. 75, 78, 80, 82, 84, 87, 90, 92, 94, 96
b. Decode regularly spelled one-syllable words.	SB pp. 4, 5, 10, 11, 16, 17, 22, 23, 28, 29, 34, 35, 39, 40, 45, 46, 51, 52, 57, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 88, 93, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 124, 129, 130, 135, 136, 141, 142, 147, 148, 153, 154, 159, 160, 165, 166, 171, 172, 177, 178, 183, 184, 189, 190 TE pp. 3, 6, 8, 10, 12, 15, 18, 20, 22, 24, 27, 30, 32, 34, 36, 39, 42, 44, 46, 48, 51, 54, 56, 58, 60, 63, 66, 68, 70, 72, 75, 78, 80, 82, 84, 87, 90, 92, 94, 96, 99, 102, 104, 106, 108, 111, 114, 116, 118, 120, 123, 126, 128, 130, 132, 135, 138, 140, 142, 144, 147, 150, 152, 154, 156, 159, 162, 164, 166, 168, 171, 174, 176, 178, 180, 183, 186, 188, 190, 192, 195, 198, 200, 202, 204, 207, 210, 212, 214, 216, 219, 222, 224, 226, 228, 231, 234, 236, 238, 240, 243, 246, 248, 250, 252, 255, 258, 260, 262, 264, 267, 270, 272, 274, 276, 279, 282, 284, 286, 288, 291, 294, 296, 298, 300, 315, 318, 320, 322, 324, 327, 330, 332, 334, 336, 339, 342, 344, 346, 348, 351, 354, 356, 358, 360, 363, 366, 368, 370, 372, 375, 378, 380, 382, 384
c. Know final -e and common vowel team conventions for representing long vowel sounds.	SB pp. 63, 64, 66, 69, 70, 72, 75, 76, 78, 81, 82, 84, 87, 88, 90, 93, 94, 96, 99, 100, 102, 159, 160, 162, 165, 166, 168, 171, 172, 174 TE pp. 123, 126, 128, 130, 132, 135, 138, 140, 142, 144, 147, 150, 152, 154, 156, 159, 162, 164, 166, 168, 171, 174, 176, 178, 180, 183, 186, 188, 190, 192, 195, 198, 200, 202, 204, 207, 210, 212, 214, 216, 315, 318, 320, 322, 324, 327, 330, 332, 334, 336, 339, 342, 344, 346, 348

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TE pp. 147, 303, 310, 375, 382
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	SB pp. 42, 60, 84 TE pp. 75, 82, 87, 94, 111, 118, 147, 154, 159, 166, 171, 178, 183, 190, 243, 250, 255, 262, 267, 274, 279, 286, 303, 306, 308, 310, 312, 315, 322, 327, 334, 339, 346, 363, 370, 375, 382
f. Read words with inflectional endings.	SB pp. 22, 24, 28, 29, 42, 46, 48, 52, 53, 71, 72, 131, 137, 143, 149 TE pp. 39, 46, 51, 58, 75, 82, 87, 94, 99, 106, 111, 118, 135, 142, 255, 262, 267, 274, 279, 286, 291, 298, 339, 346
g. Recognize and read grade-appropriate irregularly spelled words.	SB pp. 4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142, 148, 154, 160, 166, 172, 178, 184, 190 TE pp. 4, 7, 9, 11, 13, 16, 19, 21, 23, 25, 28, 31, 33, 35, 37, 40, 43, 45, 47, 49, 52, 55, 57, 59, 61, 64, 67, 69, 71, 73, 76, 79, 81, 83, 85, 88, 91, 93, 95, 97, 100, 103, 105, 107, 109, 112, 115, 117, 119, 121, 124, 127, 129, 131, 133, 136, 139, 141, 143, 145, 148, 151, 153, 155, 157, 160, 163, 165, 167, 169, 172, 175, 177, 179, 181, 184, 187, 189, 191, 193, 196, 199, 201, 203, 205, 208, 211, 213, 215, 217, 220, 223, 225, 227, 229, 232, 235, 237, 239, 241, 244, 247, 249, 251, 253, 256, 259, 261, 263, 265, 268, 271, 273, 275, 277, 280, 283, 285, 287, 289, 292, 295, 297, 299, 301, 304, 307, 309, 311, 313, 316, 319, 321, 323, 325, 328, 331, 333, 335, 337, 340, 343, 345, 347, 349, 352, 355, 357, 359, 361, 364, 367, 369, 371, 373, 376, 379, 381, 383, 385
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	

a. Read on-level text with purpose and understanding.	<p>SB pp. 4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142, 148, 154, 160, 166, 172, 178, 184, 190</p> <p>TE pp. 13, 25, 37, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 337, 349, 361, 373, 385</p>
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TE pp. 7, 19, 31, 55, 67, 74, 79, 86, 91, 98, 103, 115, 122, 127, 134, 139, 146, 151, 158, 163, 175, 187, 182, 194, 199, 206, 211, 218, 223, 235, 242, 247, 254, 259, 266, 271, 278, 283, 295, 302, 307, 314, 326, 331, 338, 343, 350, 355, 367, 374, 379
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>SB pp. 12, 16, 18, 22, 24, 28, 29, 30, 34, 35, 36, 39, 40, 42, 45, 46, 48, 52, 54, 57, 58, 60, 64, 65, 66, 70, 72, 75, 76, 78, 82, 83, 84, 88, 90, 94, 96, 99, 100, 102, 105, 106, 108, 111, 112, 114, 118, 120, 123, 124, 126, 130, 132, 135, 136, 138, 141, 142, 144, 147, 148, 149, 150, 153, 154, 155, 156, 159, 160, 162, 165, 166, 168, 171, 172, 174, 177, 178, 180, 183, 184, 186, 189, 190, 192</p> <p>TE pp. 9, 21, 33, 57, 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249, 261, 273, 285, 297, 309, 333, 345, 357, 369, 381</p>
Language	
Conventions of Standard English:	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print all upper- and lowercase letters.	<p>SB pp. 3, 9, 15, 21, 27, 33</p> <p>TE pp. 3, 15, 27, 39, 51, 63</p>
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

b. Use end punctuation for sentences.	TE pp. 5, 7, 11, 17, 19, 23, 29, 31, 35, 41, 43, 47, 53, 55, 59, 65, 67, 71, 77, 79, 83, 89, 91, 95, 101, 103, 107, 113, 115, 119, 125, 127, 131, 137, 139, 143, 149, 151, 155, 161, 163, 167, 173, 175, 179, 185, 187, 191, 197, 199, 203, 209, 211, 215, 221, 223, 227, 233, 235, 239, 245, 247, 251, 257, 259, 263, 269, 271, 275, 281, 283, 287, 293, 295, 299, 305, 307, 311, 317, 319, 323, 329, 331, 335, 341, 343, 347, 353, 355, 359, 365, 367, 371, 377, 379, 383
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TE pp. 7, 9, 19, 21, 31, 33, 43, 45, 55, 57, 67, 69, 79, 81, 91, 93, 103, 105, 115, 117, 127, 129, 141, 139, 153, 151, 165, 163, 177, 175, 189, 187, 201, 199, 213, 211, 225, 223, 237, 235, 249, 247, 261, 259, 273, 271, 285, 283, 297, 295, 309, 307, 321, 319, 333, 331, 345, 343, 357, 355, 369, 367, 381, 379



Correlation of
Discover Phonics for Foundational Literacy
 Grade 2



to
 Mississippi College- and- Career Readiness Standards
 English Language Arts

	SB=Student Book; TE=Teacher's Edition
Reading Literary - RL	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TE: 9, 21, 33, 45, 57, 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 237, 249, 261, 273, 285, 297, 309, 321, 333, 345, 357, 369, 381
RL.2.3 Describe how characters in a story respond to major events and challenges.	TE: 13, 33, 69, 141, 237, 249, 273
Craft and Structure	
RL.2.5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	TE: 205, 251, 289, 309
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TE: 119, 157, 287, 323, 333, 359
Integration of Knowledge and Ideas	

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TE: 7, 9, 11, 13, 21, 33, 37, 45, 49, 57, 61, 69, 73, 81, 85, 93, 97, 105, 109, 117, 121, 129, 133, 141, 145, 153, 157, 165, 169, 177, 181, 189, 193, 201, 205, 213, 217, 224, 229, 237, 241, 249, 253, 261, 265, 273, 277, 285, 289, 297, 301, 309, 313, 321, 325, 333, 337, 345, 349, 357, 361, 369, 373, 381, 385
Reading Informational - RI	
Key Ideas and Details	
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	TE: 369
Craft and Structure	
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TE: 369
Reading Foundational - RF	
Print Concepts	(K and 1 only)
Phonological Awareness	(K and 1 only)
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	SB: 3, 4, 6, 9, 10, 12, 15, 16, 18, 28, 30, 33, 34, 36, 39, 40, 42, 45, 46, 48 TE: 3, 15, 51, 56, 63, 68, 75, 80, 122, 126, 128, 134, 138, 140
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	SB: 56, 57, 58, 60, 62, 63, 64, 66, 68, 69, 70, 72, 74, 75, 76, 78, 116, 117, 118, 120, 122, 123, 124, 126, 128, 129, 130, 132, 158, 159, 160, 162 TE: 110, 114, 116, 122, 126, 128, 146, 150, 152, 134, 138, 140, 242, 246, 248, 314, 318, 320
RF.2.3c Decode regularly spelled two-syllable words with long vowels.	SB: 39, 40, 42, 57, 60, 63, 64, 69, 72, 78, 81, 84, 90, 105, 106, 112, 124, 129, 130, 144, 147, 153, 154, 156, 159, 178, 183, 189, 190, 192 TE: 78, 79, 81, 83, 85, 127, 129, 131, 133, 170, 171, 174, 176, 194, 198, 200, 247, 249, 251, 253, 254, 258, 260, 262, 266, 264,

	267, 270, 272, 295, 297, 299, 301, 302, 306, 308, 326, 327, 330, 332, 343, 345, 347, 349, 363, 367, 368, 369, 371, 373, 374, 378, 379, 380, 381, 383, 385
RF.2.3d Decode words with common prefixes and suffixes.	SB: 75, 78, 81, 84, 93, 96, 99, 102, 117, 120, 135, 138, 141, 144, 147, 150, 153, 156 TE: 39, 42, 44, 147, 150, 152, 159, 162, 164, 183, 186, 188, 195, 198, 200, 231, 234, 236, 267, 270, 272, 279, 282, 284, 291, 294, 296, 303, 306, 308
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	SB: 51, 52, 54, 122, 123, 124 TE: 102, 108, 250
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a Read on-level text with purpose and understanding.	SB: 2, 3, 8, 9, 14, 15, 20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 51, 52, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 128, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159, 164, 165, 170, 171, 176, 177, 182, 183, 188, 189 TE: 7, 9, 11, 13, 19, 21, 23, 25, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 205, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385
RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	SB: 2, 3, 8, 9, 14, 15, 20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 51, 52, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 128, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159, 164, 165, 170, 171, 176, 177, 182, 183, 188, 189 TE: 7, 9, 11, 13, 19, 21, 23, 25, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 205, 211, 213, 215, 217, 223,

	225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 319, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>SB: 3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189</p> <p>TE: 7, 9, 11, 13, 19, 21, 23, 25, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 76, 79, 81, 83, 85, 91, 93, 94, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 205, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>
RF.2.4d Read grade-appropriate irregularly spelled words.	<p>SB: 3, 5, 9, 11, 15, 17, 21, 23, 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 57, 59, 63, 65, 69, 71, 75, 77, 81, 83, 87, 89, 93, 95, 99, 101, 105, 107, 111, 113, 117, 119, 123, 125, 129, 131, 135, 137, 141, 143, 147, 149, 153, 155, 159, 161, 165, 167, 171, 173, 177, 179, 183, 185, 189, 191</p> <p>TE: 4, 6, 8, 10, 12, 16, 18, 20, 22, 24, 28, 30, 32, 34, 36, 40, 42, 44, 46, 48, 52, 54, 56, 58, 60, 64, 66, 68, 70, 72, 76, 78, 80, 82, 84, 88, 90, 92, 94, 96, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 124, 126, 128, 130, 132, 136, 138, 140, 142, 144, 148, 150, 152, 154, 156, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 232, 234, 236, 238, 240, 244, 246, 248, 250, 252, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 280, 282, 284, 286, 288, 292, 294, 296, 298, 300, 304, 306, 308, 310, 312, 316, 318, 320, 322, 324, 328, 330, 332, 334, 336, 340, 342, 344, 346, 348, 376, 378, 380, 382, 384</p>
Language - L	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TE: 17, 19, 23, 29, 31, 33, 35, 37, 41, 43, 45, 47, 49, 53, 55, 57, 59, 61, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 149, 151, 153, 155, 157, 161,

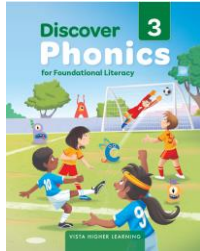
	163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 247, 249, 251, 253, 257, 259, 261, 263, 265, 269, 271, 273, 275, 277, 281, 283, 285, 287, 289, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 317, 319, 321, 323, 325, 329, 331, 333, 335, 337, 341, 343, 345, 347, 349, 353, 355, 357, 359, 361, 365, 367, 369, 371, 373, 377, 379, 381, 383, 385
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: 5, 7, 9, 11, 13, 17, 19, 23, 29, 31, 33, 35, 37, 41, 43, 45, 47, 49, 53, 55, 57, 59, 61, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 149, 151, 153, 155, 157, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 247, 249, 251, 253, 257, 259, 261, 263, 265, 269, 271, 273, 275, 277, 281, 283, 285, 287, 289, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 317, 319, 321, 323, 325, 329, 331, 333, 335, 337, 341, 343, 345, 347, 349, 353, 355, 357, 359, 361, 365, 367, 369, 371, 373, 377, 379, 381, 383, 385
L.2.2a Capitalize holidays, product names, and geographic names.	TE: 184
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	TE: 63, 66, 68, 123, 126, 128, 129, 135, 138, 139, 140, 246, 315, 318, 320 SE: 36, 66, 71
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: 25, 152
Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TE: 7, 9, 11, 13, 17, 19, 23, 29, 31, 33, 35, 37, 41, 43, 45, 47, 49, 53, 55, 57, 59, 61, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 149, 151, 153, 155, 157, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 247, 249, 251, 253, 257, 259, 261, 263, 265, 269, 271, 273, 275, 277, 281, 283, 285, 287, 289, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 317, 319, 321, 323, 325, 329, 331, 333, 335, 337, 341, 343, 345, 347, 349, 353, 355, 357, 359, 361, 365, 367, 369, 371, 373, 377, 379, 381, 383, 385

Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>SB: 3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189</p> <p>TE: 7, 9, 11, 13, 19, 21, 23, 25, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 76, 79, 81, 83, 85, 91, 93, 94, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 205, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>
L.2.4b 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>).	<p>SB: 75, 78, 99, 102, 117, 120, 153, 156</p> <p>TE: 147, 150, 152, 195, 198, 200, 231, 234, 236, 303, 306, 308</p>
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	<p>SB: 75, 78, 81, 84, 93, 96, 99, 102, 117, 120, 135, 138, 141, 144, 147, 150, 153, 156</p> <p>TE: 39, 42, 44, 147, 150, 152, 159, 162, 164, 183, 186, 188, 195, 198, 200, 231, 234, 236, 267, 270, 272, 279, 282, 284, 291, 294, 296, 303, 306, 308</p>
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	<p>SB: 57, 60, 177, 178, 180</p> <p>TE: 111, 114, 116, 351, 354, 356</p>
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	TE: 25, 152, 219, 239, 255, 260, 282, 298
L.2.5a Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy</i> or <i>juicy</i>).	TE: 7, 19, 31, 43, 55, 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247, 259, 271, 283, 295, 307, 319, 331, 343, 355, 367, 379

L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	TE: 98, 147, 162, 219, 243, 246, 247, 258, 260, 298, 303, 339
L.2.6 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 kids are happy that makes me happy</i>).	TE: 4, 103, 181, 201, 239, 277, 283, 299, 325, 333, 349, 385,



Correlation of
Discover Phonics for Foundational Literacy
 Grade 3



to
 Mississippi College- and- Career Readiness Standards
 English Language Arts

	SB=Student Book; TE=Teacher's Edition
Reading Literary – RL	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE: 9, 21, 33, 45, 57, 69, 81, 93, 105, 117, 129, 141, 165, 177, 189, 237, 261, 285, 309, 321, 333, 345, 357, 369, 381
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TE: 49, 165, 225, 189, 277, 381, 385
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TE: 9, 47, 169, 177, 229, 241, 313, 321, 349, 357, 361, 379
Integration of Knowledge and Ideas	
RL.3.7 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).	TE: 47, 311

Reading Informational – RI	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE: 153, 201, 213, 249, 273, 297
Integration of Knowledge and Ideas	
RI.3.7 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).	TE: 153, 155, 217
Reading Foundational – RF	
Print Concepts	(K and 1 only)
Phonological Awareness	(K and 1 only)
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a Identify and know the meaning of the most common prefixes and suffixes.	SB: 93, 96, 105, 108, 111, 114, 117, 120, 129, 132, 135, 138, 141, 144, 183, 186, 189, 192 TE: 75, 78, 80, 171, 174, 176, 183, 186, 188, 207, 210, 212, 219, 222, 224, 231, 234, 236, 255, 258, 260, 267, 270, 272, 279, 282, 284, 363, 366, 368, 375, 378, 380
RF.3.3b Decode words with common Latin suffixes.	SB: 135, 138, 141, 147, 171, 187, 189, 192 TE: 231, 234, 236, 267, 270, 272

RF.3.3c Decode multisyllable words.	<p>SB: pp. 3, 6, 12, 15, 18, 21, 27, 30, 33, 34, 35, 36, 39, 42, 45, 48, 51, 52, 54, 57, 58, 59, 60, 63, 64, 66, 69, 70, 72, 75, 76, 78, 81, 84, 87, 90, 93, 94, 96, 99, 102, 105, 106, 108, 111, 114, 117, 120, 123, 124, 126, 129, 130, 132, 135, 136, 138, 141, 142, 144, 147, 150, 153, 156, 159, 160, 162, 165, 166, 168, 171, 172, 174, 177, 178, 180, 183, 186, 189, 190, 192</p> <p>TE: 10, 12, 22, 24, 34, 36, 46, 48, 58, 60, 70, 72, 82, 84, 94, 96, 106, 108, 118, 120, 130, 132, 142, 144, 154, 156, 166, 168, 178, 180, 190, 192, 195, 198, 200, 202, 204, 214, 216, 226, 228, 238, 240, 250, 252, 262, 264, 274, 276, 286, 288, 291, 294, 296, 298, 300, 310, 312, 322, 324, 334, 336, 346, 348, 358, 360, 370, 372, 382, 384</p>
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a Read on-level text with purpose and understanding.	<p>SB: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p> <p>TE: 7, 9, 11, 13, 19, 21, 23, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 165, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 204, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>

<p>RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SB: 2, 8, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188</p> <p>TE: 2, 14, 26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302, 314, 326, 338, 350, 362, 374</p>
<p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SB: 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 40, 42, 43, 44, 45, 46, 48, 49, 50, 52, 53, 54, 55, 56, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 82, 83, 84, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 104, 105, 106, 107, 108, 110, 111, 112, 113, 114, 116, 117, 118, 119, 120, 122, 123, 124, 125, 126, 128, 129, 130, 131, 132, 134, 135, 136, 137, 138, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 152, 153, 154, 155, 156, 158, 159, 160, 161, 162, 164, 165, 166, 167, 168, 170, 171, 172, 173, 174, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 188, 189, 190, 191, 192</p> <p>TE: 7, 9, 11, 13, 19, 21, 23, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 165, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 204, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>
<p>RF.3.4d Read grade-appropriate irregularly spelled words.</p>	<p>SB: 3, 5, 9, 11, 15, 17, 21, 23, 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 57, 59, 63, 65, 69, 71, 75, 79, 83, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 115, 119, 121, 125, 127, 131, 135, 139, 141, 145, 147, 151, 153, 157, 159, 163, 165, 169, 171, 175, 179, 183, 185, 189, 191</p> <p>TE: 4, 6, 8, 10, 12, 16, 18, 20, 22, 24, 28, 40, 42, 44, 46, 48, 52, 54, 56, 58, 60, 64, 66, 68, 70, 72, 76, 78, 80, 82, 84, 88, 90, 92, 94, 96, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 124, 126, 128, 130, 132, 136, 138, 140, 142, 144, 148, 150, 152, 154, 156, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 232, 234, 236, 238, 240, 244, 246, 248, 250, 252, 256, 258, 260, 262, 264, 268, 270, 272, 274, 276, 280, 282, 284, 286, 288, 292, 294, 296, 298, 300, 304, 306, 308, 310, 312, 316, 318, 320, 322, 324,</p>

	328, 330, 332, 334, 336, 340, 342, 344, 346, 348, 352, 354, 356, 358, 360364, 366, 368, 370, 372, 376, 378, 380, 382, 384
Language - L	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TE: 5, 7, 9, 11, 13, 17, 19, 23, 29, 31, 33, 35, 37, 41, 43, 45, 47, 49, 53, 55, 57, 59, 61, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 149, 151, 153, 155, 157, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 247, 249, 251, 253, 257, 259, 261, 263, 265, 269, 271, 273, 275, 277, 281, 283, 285, 287, 289, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 317, 319, 321, 323, 325, 329, 331, 333, 335, 337, 341, 343, 345, 347, 349, 353, 355, 357, 359, 361, 365, 367, 369, 371, 373, 377, 379, 381, 383, 385
L.3.1b Form and use regular and irregular plural nouns.	TE: 27, 32, 35, 138, 140
L.3.1e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	TE: 39, 42, 44
L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TE: 171, 174, 176
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: 5, 7, 9, 11, 13, 17, 19, 23, 29, 31, 33, 35, 37, 41, 43, 45, 47, 49, 53, 55, 57, 59, 61, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 89, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 125, 127, 129, 131, 133, 137, 139, 141, 143, 145, 149, 151, 153, 155, 157, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 247, 249, 251, 253, 257, 259, 261, 263, 265, 269, 271, 273, 275, 277, 281, 283, 285, 287, 289, 293, 295, 297, 299, 301, 305, 307, 309, 311, 313, 317, 319, 321, 323, 325, 329, 331, 333, 335, 337, 341, 343, 345, 347, 349,

	353, 355, 357, 359, 361, 365, 367, 369, 371, 373, 377, 379, 381, 383, 385
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: 53, 72, 132, 133, 231, 270, 286, 322, 351, 384
Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>SB: 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 40, 42, 43, 44, 45, 46, 48, 49, 50, 52, 53, 54, 55, 56, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 82, 83, 84, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 104, 105, 106, 107, 108, 110, 111, 112, 113, 114, 116, 117, 118, 119, 120, 122, 123, 124, 125, 126, 128, 129, 130, 131, 132, 134, 135, 136, 137, 138, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 152, 153, 154, 155, 156, 158, 159, 160, 161, 162, 164, 165, 166, 167, 168, 170, 171, 172, 173, 174, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 188, 189, 190, 191, 192</p> <p>TE: 7, 9, 11, 13, 19, 21, 23, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 165, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 204, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).	TE: 75, 78, 80, 171, 174, 176, 183, 186, 188, 207, 210, 212, 219, 222, 224, 231, 234, 236, 255, 258, 260, 267, 270, 272, 279, 282, 284, 363, 366, 368, 375, 378, 380

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).	TE: 231, 234, 236, 239, 272
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TE: 53, 123, 132, 133, 159, 231, 252, 270, 276, 279, 286, 293, 322, 332, 351, 372, 384
L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	TE: 2, 31, 43, 55, 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247, 259, 271, 283, 295, 307, 319, 331, 343, 355, 367, 379
L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	TE: 7, 19, 31, 43, 55, 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247, 259, 271, 283, 295, 307, 319, 331, 343, 355, 367, 379
L.3.5c 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>).	TE: pp. 13, 43, 55, 91, 139, 163, 223, 235, 295
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	TE pp. 7, 19, 31, 43, 55, 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247, 259, 271, 283, 295, 307, 319, 331, 343, 355, 367, 379