

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts      **State-Funded Course:** 23.00100 Language Arts/Grade K  
**Textbook Title:** Dr. Cupp Readers and Journal Writers – Total/ Core Classroom Kit for 24 students

**Publisher:** Cupp Publishers, Inc.

*\*NOTE: Each of the thirty Readers in Dr. Cupp Readers and Journal Writers® Part 1 has sixteen pages with consistent components of fluency, comprehension, sight words, phonics, and independent work.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELAKLSV1</b></p> <p><b>ELAKR1 (Concepts of Print)</b></p> <p>ELAKR1a</p>	<p><b>The student uses oral and visual skills to communicate.</b></p> <p><b>The student demonstrates knowledge of concepts of print. The student:</b></p> <p>Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.</p>	<p><b>Please go to page 26 for this Standard.</b></p> <p><i>Dr. Cupp Readers and Journal Writers Readiness Manual-</i> Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards</p> <p>Pages 165-166 – Concept of print</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i> Pages 59-69 – Hop’n Pop’s Favorite Read Alouds for Part I includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><i>Dr. Cupp Readiness Readers (RR) 1-6</i> Pages 1-3 – <i>Readiness Readers 1-6</i> – Students learn one-to-one correspondence between the spoken word and the written print.</p>

<p>ELAKR1b</p>	<p>Demonstrates that print has meaning and represents spoken language in written form.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i></b>- Pages 59-69 – Hop’n Pop’s Favorite Read Alouds for Part 1 includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Pages 1-3 – <i>Readiness Readers</i> 1-6 – Students learn one-to-one correspondence between the spoken word and the written print.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Pages 1-5, 7-16 in <i>each Reader</i> 1-15, Pages 1-16 in <i>each Reader</i> 17-30</p> <p><b><i>The Word House Book</i></b> Pages 9-61</p> <p><b><i>ThinkerBox Books</i></b> Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1 Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2</p>
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<p>ELAKR1c</p>	<p>Tracks text read from left to right and top to bottom.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b>  Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop'n Poppet Cheer Cards.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b>  Pages 59-69 - Hop N Pop's Favorite Read Alouds for Part 1 includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Pages 1-3 – <i>Readiness Readers</i> 1-6 – Students learn one-to-one correspondence between the spoken word and the written print.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 1-5, 7-16 in <i>each Reader</i> 1-15, Pages 1-16 in <i>each Reader</i> 17-30</p> <p><b><i>The Word House Book</i></b>  Pages 9-61</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2</p> <p><b>Online Resource:</b> “Before Readiness Lessons” – at  (<a href="http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf">http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf</a>)</p>
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<p>ELAKR1d</p>	<p>Distinguishes among written letters, words and sentences.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards.</p> <p>Pages 165-166 – Concept of print</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 59-69 - Hop N Pop’s Favorite Read Alouds for Part 1 includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Pages 1-3 – <i>Readiness Readers</i> 1-6 – Students learn one-to-one correspondence between the spoken word and the written print.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 1-5, 7-16 in <i>each Reader</i> 1-15, Pages 1-16 in <i>each Reader</i> 17-30</p> <p><b><i>The Word House Book</i></b>  Pages 9-61</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2</p> <p><b>Online Resource:</b> “Before Readiness Lessons” – at  (<a href="http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf">http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf</a>)</p>
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ELAKR1e	Recognizes that sentences in print are made up of separate words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Pages 1-3 – <i>Readiness Readers</i> 1-6 – The text on pages 1-3 is written with extra spaces between each word so that students easily see where one word ends and the next begins. Students follow on the dots as the teacher reads the sentences to the students.</p> <p><b>Online Resource:</b> “Before Readiness Lessons” – at <a href="http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf">http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf</a></p>
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<p>ELAKR1f</p>	<p>Begins to understand that punctuation and capitalization are used in all written sentences.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b>  Page 59 - Readiness Lesson 12/13 - #5  Page 67 – Readiness Lesson 14 - #5 and #6  Page 83 – Readiness Lesson 17/18 - #5  Page 89 – Readiness Lesson 19 - #5,6/7/8  Page 105 – Readiness Lesson 22/23 - #5  Page 111 – Readiness Lesson 24 - #5, 67/8  Page 127 – Readiness Lesson 27/28 - #5</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Page 78,84, 161 – Important Terms – Punctuation, Capitalization  Pages 125, 131, 137, 143, 149, 167, 185, 197, 221, 227,  Write Like The English Book- Punctuation and capitalization</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Students practice writing using punctuation and capitalization on four pages of each <i>Reader</i> 1-30. See pages 9, 11, 13, 15 in each <i>Reader</i>.</p> <p>Students practice oral reading using punctuation in each <i>Reader</i> 1-30 on pages 1 and 2.</p>
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<p><b>ELAKR2 (Phonological Awareness)</b></p> <p>ELAKR2a</p>	<p><b>The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student:</b></p> <p>Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.</p>	<p><i><b>Dr. Cupp Readers and Journal Writers Readiness Manual</b></i> – Page 18, 25, 33, 38, 43, 52, 58, 75, 82, 104, 120, 126, - Hop’n Poppet Cheer Cards are used to teach sight words through rhyming words. Each Readiness Lesson includes practice with Hop’n Poppet Cheer Cards.</p> <p><i><b>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</b></i> Page 77, 83, 95, 125, 137. 155 - Hop’n Poppet Cards are used to teach sight words through rhyming words. Page 122 – Just for Fun – Make a Word Pages 59-69 – Hop N Pop’s Favorite Read Alouds provides teachers with a tool to select books for read aloud that foster concepts of print. <i>Twenty-one (21) of the 150 books referenced in this list have strong rhyming texts</i> (correlated to use with Dr. Cupp Readers® and Journal Writers Books 1-8, 10, 12, 13, 15, 25, 26, 27, 28 &amp; 30.)</p> <p><i><b>The Word House Book</b></i> Page 57</p> <p>Online Resource: Games for practicing rhyming are available at <a href="http://www.cindycupp.com/2006%20May%20newsletter.htm">http://www.cindycupp.com/2006%20May%20newsletter.htm</a></p>
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<p>ELAKR2b</p>	<p>Identifies component sounds (phonemes and combinations of phonemes) in spoken words.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 11, 15, 20, 23, 27, 30, 35, 40, 42, 44, 45, 59, 56, 65,73, 80- These pages are marked by the Buzz the Phonemic Awareness Bee and provide practice for students in phonemic awareness.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 79, 80, 85, 86, 91, 92 – These pages represent Phonics Lessons in <i>Readers</i> 1-4. Phonemes and combination of phonemes are also taught in <i>Readers</i> 5-30. See the scripted phonics lessons provided for each <i>Reader</i> in this manual.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7, 11 – RR 1, RR 2  Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 6 of <i>Readers</i> 16-30  Page 7 of <i>Reader</i> 15  Page 16 of <i>Readers</i> 1-30</p> <p><b><i>The Word House Book</i></b>  Pages 58-59, 62-63</p>
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<p>ELAKR2c</p>	<p>Blends and segments syllables in spoken words.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual -</i></b>  Pages 1-164 – This <i>Readiness Manual</i> contains 30 Readiness Lessons. The main focus of these 164 pages is providing practice for blending sounds into spoken words.  Page 32, 37, 57, 66, 81, 89, 104, 126 – Game – Spell It</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus of these plans is to provide practice for students to blend spoken words.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7, 11 – RR 1, RR 2  Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 6 of <i>Readers 16-30</i>  Page 7 of <i>Reader 15</i>  Page 16 of <i>Readers 1-30</i></p> <p><b><i>The Word House Book</i></b>  Pages 58-59, 62-63</p> <p><b>Note: It is a goal in this series for students to independently sound out written words on page 7 of each <i>Reader</i> by the time they complete <i>Ten Minute Phonics</i><sup>TM</sup> Lesson 15 in <i>Reader 15</i>.</b></p>
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ELAKR2d	Segments the phonemes in high frequency words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 1-164 –This <i>Readiness Manual</i> contains 30 Readiness Lessons. A main focus for these pages is providing practice for blending sounds into spoken words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Page 77, 83, 95, 113, 125, 137, 155, 167, 173, – <u>Introduction of New Sight Words</u> - Students are expected to begin attempting to sound out new sight words.</p>
ELAKR2e	Blends spoken phonemes to make high frequency words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 1-164 – This <i>Readiness Manual</i> contains 30 Readiness Lessons. A main focus of these pages is to provide practice for blending sounds into spoken words.  Page 32, 37, 57, 66, 81, 89, 104, 126 – Game – Spell It</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus of these plans is to provide practice for students to blend spoken words.  Page 77, 83, 95, 113, 125, 137, 155, 167, 173, – <u>Introduction of New Sight Words</u> - Students are expected to begin attempting to sound out new sight words.  <i>Continued on the next page-</i></p>

<p>ELAKR2e Continued</p>	<p><i>Continued-</i> Blends spoken phonemes to make high frequency words.</p>	<p><i>Continued-</i> <b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Page 7, 11 – RR 1, RR 2 Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 6 of <i>Readers</i> 16-30 Page 7 of <i>Reader</i> 15 Page 16 of <i>Readers</i> 1-30</p> <p><b><i>The Word House Book</i></b> Pages 58-59, 62-63</p> <p><b>Note: It is a goal in this series for students to independently sound out written words on page 7 of each <i>Reader</i> by the time they complete <i>Ten Minute Phonics</i><sup>TM</sup> Lesson 15 in <i>Reader</i> 15.</b></p>
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<p><b>ELAKR3 (Phonics)</b></p> <p>ELAKR3a</p>	<p><b>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:</b></p> <p>Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.</p>	<p><i><b>Dr. Cupp Readers and Journal Writers Readiness Manual –</b></i>  Pages 1-164 –This <i>Readiness Manual</i> contains 30 Readiness Lessons. The main focus of these 164 pages is providing practice for blending sounds into spoken words.  Page 13, 16, 17, 24, 28, 32 - Students learn the names of the letters of the alphabet and the sounds the letters make. Students learn these letter sounds in a song called AlphaMotion.</p> <p><i><b>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</b></i>  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus of these plans is to provide practice for students to learn the letter name and the sound of the letter.</p> <p><i><b>Dr. Cupp Readiness Readers (RR) 1-6</b></i>  Page 7, 11 – RR 1, RR 2  Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><i><b>Dr. Cupp Readers and Journal Writers – Readers 1-30</b></i>  Page 6 of <i>Readers 1-30</i>  Page 16 of <i>Readers 1-30</i></p> <p><i><b>The Word House Book</b></i>  Pages 58-59, 62-63</p>
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<p>ELAKR3b</p>	<p>Recognizes and names all upper and lowercase letters of the alphabet.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Page 13, 31, 51, 74, 97, 119– Using the Big AlphaMotion Cards, students learn the upper and lowercase letters of the alphabet. Page 142 – Student Summary Assessment for six letters</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus is to provide practice for students to learn the letter names and the sounds of the letters.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Page 7 – RR 1, RR 2 Page 6 - RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 6 – <i>Readers 1-30</i> – Students practice saying the names and sounds of the letters of the alphabet.</p> <p><b><i>The Word House Book</i></b> Pages 26- 52 and 58-59 – Students practice saying the upper and lowercase letters of the alphabet.</p> <p><b>Online Resources:</b> A variety of additional online resources relating to letter recognition and phonics is available at <a href="http://www.cindycupp.com/2006%20August%20Newsletter.htm">http://www.cindycupp.com/2006%20August%20Newsletter.htm</a></p>
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<p>ELAKR3c</p>	<p>Matches all consonant and short-vowel sounds to appropriate letters.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Page 13, 31, 51, 74, 97, 119– Using the Big AlphaMotion Cards, students learn the upper and lowercase letters of the alphabet.  Page 142 – Student Summary Assessment for six letters  Page 142 – Student Summary Assessment – Readiness Letters and Sounds – In order to leave Readiness, students must pass this assessment.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus is to provide practice for students to learn the letter names and the sounds of the letters.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7 – RR 1, RR 2 – Students must pass the assessment. The assessments require that students match the consonants and short /a/ sound to the appropriate letters.  Page 6 - RR 3, RR 4, RR 5, RR 6 – Students must pass the assessment.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 6 – <i>Readers 1-30</i> – Students must pass the assessment at the end of each phonics lesson before moving to the next lesson. The assessments require that students match the consonant and short-vowel sounds to appropriate letters.</p> <p><b>Online Resources:</b> A variety of additional online resources relating to letter recognition and phonics is available at <a href="http://www.cindycupp.com/2006%20August%20Newsletter.htm">http://www.cindycupp.com/2006%20August%20Newsletter.htm</a></p>
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<p>ELAKR3d</p>	<p>Blends individual sounds to read one-syllable decodable words.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Page 11 – Beginning on the first page of the <i>Readiness Manual</i> on Readiness Lesson 1, students are taught to sound blend.  Pages 15, 20, 23, 27, 30, 35, 40 – Students practice blending words.  Page 57 – Students are taught to sound blend the word /bat/.  Page 74, 125, - Students learn to blend new words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Page 80, 85, 91, 97 – These pages are included in Lesson Plans for <i>Readers 1-4</i>. Item #2 or #3 in each lesson is Practice – Sound Blending Words. Each additional <i>Reader 5-30</i> contains a section on sound blending.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7 – RR 3, RR 4, RR 5, RR 6 – Students practice blending words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 7 – <i>Readers 1-30</i> – Students practice blending words.</p>
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<p>ELAKR3e</p>	<p>Applies learned phonics skills when reading words and sentences in stories.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b>  Page 12 – Question 9 explains that in <i>Readers</i> 1-30 on pages 1-3, there will be words underlined. If a word is underlined, this means that the students should sound out the underlined word using their learned phonics skills. There are 30 <i>Readers</i> and each <i>Reader</i> has three pages of text with underlined words for students to practice applying learned phonics skills.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 1-3 – In the 30 <i>Readers</i> on pages 1-3, the students practice sounding unknown underlined words using learned phonics skills.</p>
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<p><b>ELAKR4 (Fluency)</b></p> <p>ELAKR4a</p>	<p><b>The student demonstrates the ability to read orally with speed, accuracy, and expression. The student:</b></p> <p>Reads previously taught high frequency words at a rate of 30 words correct per minute.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 78, 84, 90, 96 – These pages provide suggestions for teachers in <i>Readers</i> 1-4 for working with students to improve fluency. <i>Readers</i> 5-30 also include one page offering additional suggestions.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 4-5 – <i>Readers</i> 1-30 – Students are timed when practicing saying sight words on pages 4 and 5 in each of the 30 <i>Readers</i>. Students meet the Georgia Performance Standard by <i>Reader</i> 30. Students are provided 60 pages of timed practice (2 pages x 30 <i>Readers</i>).</p> <p><b>Online Resources:</b> Additional support for students who need help transitioning reading words in lists into reading words in text may benefit from this exercise:  <a href="http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A">http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A</a> Also available on that same page is a method for combining at home and in class practice of sight words, individualized for each child called “New Friends and Old Friends”.</p> <p><b>Online Resources:</b> A strategy for combining sight word practice with singing, and a variety of sight word games for small or whole group is available at:  <a href="http://www.cindycupp.com/2006%20February%20Online%20Newsletter.htm">http://www.cindycupp.com/2006%20February%20Online%20Newsletter.htm</a> and  <a href="http://www.cindycupp.com/2005%20October_November%20Newsletter.htm">http://www.cindycupp.com/2005%20October_November%20Newsletter.htm</a></p>
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<p>ELAKR4b</p>	<p>Reads previously taught grade-level text with appropriate expression.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 77, 95, 101, 107, 113, 173, 179, 197 – These pages provide suggestions for teachers to help students read with expression and fluency. Comments relating to fluency are integrated throughout the Teacher’s Manual on nearly every lesson.</p> <p>Pages 89, 101, 107. 137, 173, 197 - These pages provide opportunities for extra practice (reading orally to visitors to the classroom, reading into tape recorder, reading with a classroom reading buddy, reading aloud to the class as a group, acting like the teacher when reading aloud respectively).</p> <p>Pages 95, 113, 143, 149, 227 - Address students’ ability to “read like the English teacher” or “read like they are talking”.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 2 of <i>each</i> Reader 1-30 in of Dr. Cupp Readers® &amp; Journal Writers contains a game called Beat the Tiger. This game is designed to promote fluent reading.</p>
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<p><b>ELAKR5 (Vocabulary)</b></p> <p>ELAKR5a</p>	<p><b>The student acquires and uses grade-level words to communicate effectively. The student:</b></p> <p>Listens to a variety of texts and uses new vocabulary in oral language.</p>	<p><i><b>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</b></i> Pages 59-69 – Hop’n Pop’s Favorite Read Alouds for Part 1 is a tool for selecting read aloud books to introduce a variety of vocabulary into the student’s reading AND listening vocabulary.</p> <p>Pages 77, 78, 84, 89, 90, 96, 102, 107, 114, 120, 132, 143, 156, 161, 185, 191, 192, 197, 203, 215, 221, 227, 233, 239, 245 – Introduction of new vocabulary</p> <p><i>In addition, the last page of each of the Teacher’s Manual Lesson Plans for each book (1-30) contains a planning guide for reading aloud and a space for generating/planning possible questions</i></p> <p><i><b>Dr. Cupp Readers and Journal Writers – Readers 1-30</b></i> Page 3 – Each Reader 1-30 provides vocabulary and comprehension questions.</p> <p><i><b>The Word House Book</b></i> Pages 9-61</p>
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<p>ELAKR5b</p>	<p>Discusses the meaning of words and understands that some words have multiple meanings.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 77, 83, 84, 102, 120, 132, 143, 156, 161, 191, 192, 197, 203, 221, 227, 233, 239, 245</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 3 of each of <i>Reader 1-29</i></p> <p><b><i>The Word House Book</i></b>  Pages 9, 11, 13, 17, 21, 23, 25, 53, 55, 57, 61-63</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2  Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3  Pages 1-50 ThinkerBox™ Chapter Book 4  Pages 1-50 ThinkerBox™ Chapter Book 5  Pages 1-49 ThinkerBox™ Chapter Book 6</p>
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<p><b>ELAKR6 (Comprehension)</b></p> <p>ELAKR6a</p>	<p><b>The student gains meaning from orally presented text. The student:</b></p> <p>Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> Page 14, 19, 26, 34, 39, 43, 53, 60 – The teacher orally reads to the students. Different activities follow the read aloud.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 59-69 – Hop’n Pop’s Favorite Read Alouds for Part 1 is a tool for selecting read aloud books that introduce a variety of genres including informational text.</p> <p>Pages 89, 95, 107, 113, 119, 149, 155, 161, 179, 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 - The last page of <b>each lesson</b> contains a planning guide for reading aloud and a space for generating/planning possible questions.</p> <p><b><i>The Word House Book</i></b> Pages 1-63</p> <p><b><i>ThinkerBox Books</i></b> Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1 Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2 Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3 Pages 1-50 ThinkerBox™ Chapter Book 4 Pages 1-50 ThinkerBox™ Chapter Book 5 Pages 1-49 ThinkerBox™ Chapter Book 6</p>
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ELAKR6b	Makes predictions from pictures and titles.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b> Pages 173, 179, 191</p> <p><b>Online resource:</b> comprehension practice with “wordless” books: <a href="http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A">http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A</a>.</p>
ELAKR6c	Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolutions) of a read aloud text.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b> Page 34, 39, 43, 46, 53, 76, 99</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b> Pages 89, 95, 107, 113, 119, 149, 155, 161, 167, 173, 179, 191, 197, 203, 215, 221, 227, 233, 239, 245</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 3 – Questions at the bottom in <i>each Reader 1-29</i></p> <p><b><i>ThinkerBox Books</i></b> Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1 Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2 Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3 Pages 1-50 ThinkerBox™ Chapter Book 4 Pages 1-50 ThinkerBox™ Chapter Book 5 Pages 1-49 ThinkerBox™ Chapter Book 6</p>

ELAKR6d	Begins to distinguish fact from fiction in a read-aloud text.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual -</i></b> Page 34, 39, 43, 46, 53, 76, 99</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 59-60 – Hop’n Pop’s Favorite Read Alouds for Part 1 is a tool for selecting appropriate read aloud books. This list contains both fiction and nonfiction books.</p> <p><b><i>The Word House Book</i></b> This book combines fiction and nonfiction.</p>
ELAKR6e	Retells familiar events and stories to include beginning, middle and end.	<p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 3 – Readers - 1, 3, 5, 8, 9, 11, 12, 16, 17, 18, 19, 20, 23, 26, 27, 28, 29</p>
ELAKR6f	Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i></b> Graphic Organizers Pages – 84, 161, 191, 223, 239, 245,</p>
ELAKR6g	Connects life experiences to read-aloud text.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> Life experiences to read-aloud text Pages – 19, 46, 53, 65, 67</p>
ELAKR6h	Retells important facts in the student’s own words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readers 1-30</i></b> Page 3 – Bottom of the page – Readers 3, 9, 10, 12, 16, 27</p>

<p><b>ELAKW1 (Writing)</b></p>	<p><b>The student begins to understand the principals of writing. The student:</b></p>	
<p>ELAKW1a</p>	<p>Writes or dictates to describe familiar persons, places, objects, or experiences.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i> Writes or dictates familiar persons, places, objects or experience Pages – 34, 53, 60, 67</p> <p><i>Dr. Cupp Readers and Journal Writers Teacher’s Manual</i> Pages 81, 87, 93, 99, 103, 111, 117, 123, 125</p>
<p>ELAKW1b</p>	<p>Uses drawings, letters, and phonetically spelled words to create meaning.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i> Uses drawings, letter, and phonetically spelled words to create meaning Pages – 34, 53, 60, 67</p> <p><i>Dr. Cupp Readers and Journal Writers Teacher’s Manual</i> Pages 81, 87, 93, 99, 103, 111, 117, 123, 125</p>
<p>ELAKW1c</p>	<p>Accurately prints name, all uppercase and lowercase letters of the alphabet and teacher-selected words.</p>	<p><i>Dr. Cupp Readers and Journal Writers 1-30</i> Accurately prints name, all uppercase and lowercase letters. Pages 9, 11, 13, 15 – <i>Readers 1-30-</i> Total practice pages 120</p>



<p>ELAKW1d</p>	<p>Uses left-to-right pattern of writing.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers 1-30</i></b>          Uses left-to-right pattern of writing          Pages 9, 11, 13, 15 – <i>Readers 1-30</i>- Total practice pages 120          Students are instructed to begin with the smiley face.</p>
<p>ELAKW1e</p>	<p>Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Teacher’s Manual</i></b>          Pages –125, 131, 137, 143, 149, 167 -Write Like the English Book</p>

<p><b>ELAKLSV1 (Listening/ Speaking/Viewing)</b></p>	<p><b>The student uses oral and visual skills to communicate. The student:</b></p>	
<p>ELAKLSV1a</p>	<p>Listens and speaks appropriately with peers and adults.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i> Listens and speaks appropriately with peers and adults Pages – 19, 34, 67, 76</p> <p><i>Dr. Cupp Readers and Journal Writers Readers 1-30</i> Page 3- Questions at the bottom – <i>Readers 1-12, 16-24, 26-29</i></p>
<p>ELAKLSV1b</p>	<p>Follows two-part oral directions.</p>	<p><i>Dr. Cupp Readers &amp; Journal Writers Readiness Manual</i> Pages 11-133 – These pages contain over 50 different games and activities that require students to follow two-part oral directions. These activities include using the Big AlphaMotion Cards and Hop’n Poppet Cheer Cards.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i> Pages 22, 24, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 186.</p> <p><i>Dr. Cupp Readiness Readers (RR) 1-6</i> Pages 1-3 –RR1-6 Students follow two-part directions</p> <p><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i> Page 3 in <i>each Reader</i> 1, 4, 6, 9, 11, 17, 18</p>

<p>ELAKLSV1c</p>	<p>Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 11–133 --Lessons 1-30.  This Standard is incorporated into the phonics, phonemic awareness, English/Grammar &amp; Listening/Speaking segments of <i>each</i> lesson plan 1-30. AlphaMotion Cards and the AlphaMotion song focus on this Standard.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 21, 79, 86, 91, 102, 122, 134</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  <i>Readers</i> 1-14 – Hop’n Pop Cheer Cards (all 48) used in conjunction with Dr. Cupp Readers® and Journal Writers 1-14.</p> <p>Pages 6 and 7 in <i>each Reader</i> 1-30 – Total pages 60</p>
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<p>ELAKLSV1d</p>	<p>Recites short poems, rhymes, songs and stories with repeated patterns.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 11-133 – These pages contain over 70 poems, rhymes, songs and stories. AlphaMotion Cards and song are used to teach students alphabet letters. Hop’n Poppet Cheer Cards provide song and rhymes in every lesson.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 92, 134 of the The Dr. Cupp Readers® and Journal Writers Part 1 Teacher’s Manual</p> <p><b><i>The Word House Book</i></b>  Pages 9-15, 55, 57, 61 – Repeated patterns  Pages 27-52 – AlphaMotion song</p>
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<p>ELAKLSV1e</p>	<p>Describes people, places, things, locations, and actions.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 11- 133 – Lessons 1-30 include descriptions of people, places, things, locations, and actions.  Examples:  Page 12 – Reference to people.....Dr. Cupp, Bethany Thompson, Mr. Carpenter, Celeste Frankosky  Page 13 – AlphaMotion hand signs and song</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 20, 82, 89, 95, 107, 119, 143, 167, 173, 179, 185, 191, 197, 203, 233, 239, 245, plus the last page of <i>each</i> lesson plan (1-30) which allows the teacher to define questions to help students communicate about the read aloud selection</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 3, 9, 11, 13, 15 in <i>each Reader</i> 1-29</p> <p><b><i>The Word House Book</i></b>  Pages 62-63</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2  Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3  Pages 1-50 ThinkerBox™ Chapter Book 4  Pages 1-50 ThinkerBox™ Chapter Book 5  Pages 1-49 ThinkerBox™ Chapter Book 6</p>
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<p>ELAKLSV1f</p>	<p>Increases vocabulary to reflect a growing range of interests and knowledge.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages, 6-8 of Readiness Program Teacher’s Manual &amp; Planning Book for Lessons 1-30 as well as <b><i>each</i></b> of the Lessons 1-30 under the English/Grammar area of the Readiness Program Teacher’s Manual &amp; Planning Book.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part I Teacher’s Manual-</i></b> Pages 25, 26, 78, 82, 84, 125, 131, 137, 161, 167, 233, 239, 245 of the Dr. Cupp Readers® &amp; Journal Writers Part I Teacher’s Manual, pages 59-59 include a list of high quality read alouds which will assist in vocabulary growth</p>
<p>ELAKLSV1g</p>	<p>Communicates effectively when relating experiences and retelling stories heard.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Pages 25-26, the Parent Homework Assignment Sheets, Page 3 on <b><i>each</i></b> Reader 1-29 – Provides 29 opportunities to practice retelling.</p> <p><b><i>The Word House Book</i></b> Pages 9, 11, 13, 17, 19, 55, 57-59, 61-63</p>

<p>ELAKLSV1h</p>	<p>Uses complete sentences when speaking.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i>  Pages 53, 67, 76, 84, 106</p> <p><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i>  Page 3 – Questions at the bottom in <i>Readers</i> 3, 4, 6, 8, 10, 12, 16, 18, 19, 20, 22, 24, 26</p>
<p>ELAKLSV1i</p>	<p>Begins to use subject-verb agreement and tense correctly.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i>  Pages 53, 76, 99, 121,</p> <p><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i>  Page 3 in <i>Readers</i> 6, 12, 18, 22, 26 – Students play the game “Talk Like The English Book.”  Page 3 – Questions at the bottom in <i>Readers</i> 3, 4, 8, 10, 12, 16, 19, 20, 24</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts      **State-Funded Course:** 23.00200 Language Arts/First Grade  
**Textbook Title:** Dr. Cupp Readers and Journal Writers - Total/ Core Classroom Kit for 24 students

**Publisher:** Cupp Publishers, Inc.

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

**\*NOTE: Each of the thirty Readers in Dr. Cupp Readers and Journal Writers® Part 2 has sixteen pages with consistent components of fluency, comprehension, sight words, phonics, and independent work.**

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
<p align="center"><b>ELA1LSV1</b> (Listening/ Speaking/ Viewing)</p> <p align="center">ELA1LSV1a</p>	<p><b>The student uses oral and visual strategies to communicate. The student:</b></p> <p>Follows three part-oral directions.</p>	<p><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i> Pages – 99, 120, 135,</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 2 in each <i>Reader</i> 31-60 – The Hop’n Pop game has more than three part oral directions.</p> <p>Page 7 in each <i>Reader</i> 36-60 – The Train Game has more than three part oral directions.</p>



<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1LSV1b	Recalls information presented orally.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 81, 82, 88, 94, 96, 120, 135, 136,</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3 – Questions at the bottom – <i>Readers</i> 31-60 for a total of 30 opportunities to retell and sequence a story.</p>
ELA1LSV1c	Responds appropriately to orally presented questions.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 88, 94, 96, 99, 100, 105, 107, 112, 120, 124, 129, 130, 135, 136</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3– Questions at the bottom – <i>Readers</i> 31-60 for a total of 30 opportunities to retell and sequence stories.</p> <p>Pages 6 and 7 of each <i>Reader</i> 31-60</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1LSV1d	Increases vocabulary to reflect a growing range of interests and knowledge.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 88, 94, 100, 106, 106, 112, 118, 136, 142, 148, 154, 160, 165, 166, 178</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3 in <i>Readers</i> 31-35 and 37-60</p> <p><b><i>The Word House Book</i></b> Pages 9, 11, 13, 17, 19, 55, 57, 58, 59, 61-63</p>
ELA1LSV1e	Communicates effectively when relating experiences and retelling stories read, heard or viewed.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 81, 82, 88, 94, 96, 120, 135, 136,</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3 – Questions at the bottom – <i>Readers</i> 31-60 for a total of 30 opportunities to retell and sequence a story.</p>
ELA1LSV1f	Uses complete sentences when speaking.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Page 94, 100, 112, 118, 124, 130, 136, 154, 160, 166, 172, 178, 184, 190, 196, 206, 214</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R1</b> <b>(Concepts of Print)</b></p>	<p><b>The student demonstrates knowledge of concept of print. The student:</b></p>	
<p>ELA1R1a</p>	<p>Understands that there are correct spellings for words.</p>	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 75 – Spelling Options</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8, 10, 12, 14 – <i>Readers</i> 31-60 – Students practice writing using Focus words. There are 30 <i>Readers</i> in Part 2. Students practice this Standard on 4 pages in each <i>Reader</i>. Total pages for practice =120.</p>
<p>ELA1Rb</p>	<p>Identifies the beginning and end of a paragraph.</p>	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 88, 117, 154, 160, 202, 214 - The teacher and students discuss paragraphs in specific text.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 129, 135, 143, 225, 237 – Write Like The English Book Students try to find punctuation and capitalization errors in text.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8-15 in <i>Readers</i> 31-60 = Total of 240 pages Students practice writing sentences and stories using correct punctuation and capitalization.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELAI1E1c	Demonstrates an understanding that punctuation and capitalization are used in all written sentences.	<p><b><u>Many students in first grade will also be in Part 1 – Readers 1-30</u></b></p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i> Page 125, 137, 143, 149, 167, 197 – Write Like The English Book</p> <p><i>Dr. Cupp Readers and Journal Writers <u>Readiness</u> Teacher’s Manual</i> Page 25, 29, 33, 39, 59, 67, 83, 89, 105, 127 – Students are introduced to punctuation with hand signs and the song – Pop-It-To-Me.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Student Readers 1-30</i> Page 3 – Readers 1, 2, 5, 19</p> <p><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i> Pages for edits – 129, 135, 153, 225 Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8-15 in <i>each</i> Reader 31-60</p>



<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R2b	Identifies onsets and rimes in spoken one-syllable words.	<p><i>Note: This Standard was introduced in Readiness and mastered in Part 1 Readers 1-30. Students must successfully master this Standard before they are allowed to begin Part 2.</i></p> <p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> Pages 11, 15, 20, 23, 27, 35, 40, 42, 44, 45 – Students practice using onset and rimes in spoken words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Student Readers 1-30</i></b> Page 6 – Readers 1-30 – Total of 30 pages Students practice blending with onset and rime.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 6-7 – Readers 36-60 – Total of 50 pages Students practice blending with onset and rime.</p>
ELA1R2c	Adds, deletes, or substitutes target sounds to change words (e.g. change top to stop; change smile to mile; change cat to cap.)	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 85, 90, 108, 127, 132, 138 – Students changes vowel sounds.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – Readers 38, 39, 40 – Students change target vowel sounds.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R2d	Distinguishes between long and short vowel sounds in spoken one-syllable words (can and cane).	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 126, 132, 138– Students change vowel sounds from long to short.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – <i>Readers</i> 38, 39, 40 – Students change target vowel sounds from long to short.</p>
ELA1R2e	Orally blends two to four phonemes into recognizable and/or nonsense words.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 85, 90, 97, 102, 108 – Suggestions for students in oral blending</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 -7 in <i>Readers</i> 36-60 for a total of 48 pages. These pages provide opportunities for students to practice orally blending two to four phonemes into recognizable words.</p>
ELA1R2f	Automatically segments one-syllable words into sounds	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 75 – Weekly spelling games help students develop automatic segmentation of one-syllable words. Page 120 – The game “Just Say It” helps students to become automatic.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 8, 10, 12, 14 – <i>Readers</i> 31-60 for a total of 120 pages provides opportunities for students to practice automatically segmenting words.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R3</b></p> <p>EKA1R3a</p> <p>ELA1R3b</p>	<p><b>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:</b></p> <p>Automatically generates the sounds for all letters and letter patterns including long and short vowels.</p> <p>Applies knowledge of letter-sound correspondence to decode new words</p>	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Page 80 – Students must pass the phonics assessment for all consonant sounds and <u>a</u> rimes.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 6 – <i>Reader 31</i> – Assessment for all consonant sounds and <u>a</u> rimes. Page 7 – <i>Reader 35</i> – Assessment for all short vowel sounds. Page 6 – <i>Reader 37</i> – Assessment for short and long vowel sounds.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 85, 90, 91, 96, 97, 102, 108, 114, 115, 120, 121, 126, 127, 132, 133, 138, 139, 156, 157, 162, 163, 198, 215, 219, 223, 227, 231, 235, 239</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 7 – Readers 31-35 – Students practice applying knowledge of letter-sound correspondence to decode new words. Total - 5 pages Page 6-7 – Readers 36-60 - Students practice applying knowledge of letter-sound correspondence to decode new words. Total - 50 pages</p>



<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3c	Reads words containing consonant blends and digraphs.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 162, 168, 174, 180, 186,</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – Readers 44, 45, 46, 47, 48</p>
ELA1R3d	Reads words with inflectional endings.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – Readers 32, 33, 34 Page 7 – Readers 32</p> <p><b><i>ThinkerBox Books 7-11</i></b> The same stories that appear in <i>Readers 31-60</i> also appear in the ThinkerBox Book format. The text in these books is organized by chapters with illustrations. These books provide additional exposure to reading words with inflectional endings.</p>
ELA1R3e	Reads compound words and contractions in grade appropriate texts.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 1 - Readers 36, 39,42, 43, 44, 48, 50-54, 56, 58-60 Page 2 - Readers 34, 36, 40, 42, 43, 46, 47, 48, 49, 54, 56 Page 3 – Readers 34, 36, 37, 41, 42, 43, 43, 45, 47, 48, 49,56, 58, 59</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3f	Reads words containing vowel digraphs and r-controlled vowels.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages – 144, 150, 156  Pages 132, 138 – Switching vowel sounds includes vowel digraphs</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Page 6 – <i>Readers</i> 39, 40, 41, 42, 43, 46, 48, 59  Page 7 - <i>Readers</i> 44, 45, 46, 47, 49, 50, 52, 54, 56, 57</p>
ELA1R3g	Uses spelling patterns to recognize words.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages – 80, 144, 145, 150, 151, 156, 157, 174, 186, 192, 215, 219, 223, 227, 231, 235, 239</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Page 6 – <i>Readers</i> 36-60- Total of 25 practice pages  Page 7 - <i>Readers</i> 31-60- Total of 30 practice pages</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3h	Applies learned phonics skills when reading and writing words, sentences, and stories.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual-</i></b>            Page 12 – Question 9 explains that in <i>Readers</i> 31-60 on pages 1-3, there will be words underlined. If a word is underlined, this means that the students should sound out the underlined word using their learned phonics skills. There are 30 <i>Readers</i> and each <i>Reader</i> has three pages of text with underlined words for students to practice applying learned phonics skills.</p> <p>Page 75 – Direction on Option 2 – Weekly spelling test to include 10 phonetically regular words.</p> <p>Pages 86, 92, 98, 104, 110, 116, 122, 128 – Suggested writing topics for students to practice using their learned phonics skills.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 31-60</i></b>            Pages 1-3 – In the 30 <i>Readers</i> on pages 1-3, the students practice sounding unknown underlined words using learned phonics skills.</p> <p>Pages 8-15 – In the 30 <i>Readers</i> on pages 8-15, the students practice writing words, sentences and stories using their learned phonics skills.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R4 (Fluency)</b></p> <p>ELA1R4a</p> <p>ELA1R4b</p>	<p><b>The student demonstrates the ability to read orally with speed, accuracy, and expression. The student:</b></p> <p>Applies letter-sound knowledge to decode quickly and accurately.</p> <p>Automatically recognizes additional high frequency and familiar words within texts.</p>	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages – 85, 90, 91, 96, 97,102, 103, 108, 127 Pages – 127, 132, 133, 139 – Connecting text and phonics</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 6 – Readers 36-60 – Total of 25 practice pages Page 7 – Readers 31-60 – Total of 30 practice pages</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages – 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 1-3- Readers 31-60 – Total of 90 practice pages of text with high frequency and familiar words.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R4c	Reads grade-level text with appropriate expression.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Page– 87, 99, 141 – The teacher models fluency and expression. Pages 93, 105, 111, 117, 189, 237</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 1-3- <i>Readers</i> 31-60 – Total of 90 pages for students to practice reading with expression.</p>
ELA1R4d	Reads first grade text at a target rate of 60 words per minute.	<p>NOTE: From <i>Reader</i> 1 to <i>Reader</i> 60 of <i>Dr. Cupp Readers and Journal Writers</i> Part 1 and Part 2, students are given multiple opportunities for timed practice with sight words. The goal for students finishing <i>Reader</i> 30 is 60 words a minute. By the time students finish <i>Reader</i> 60, their goal is 45 words in 30 seconds or the equivalent of 90 words per minute. This is above the standard of 60 words a minute.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 1-3- <i>Readers</i> 31-60 – Total of 90 pages for students to practice reading fluency in order to reach the Standard of 60 words per minute.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R4e	Uses self-correction when subsequent reading indicates and earlier misreading within grade-level text.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Page– 81, 93, 105, 111, 129, 183, See Beat the Tiger on each page.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 2-3 – <i>Readers</i> 31-60 – Students are provided a total of 60 pages for practicing self-correction by playing the game Beat the Tiger. The directions for this game are written at the top of page 2 in each <i>Reader</i> 31-60.</p>
<b>ELA1R5</b>	<b>The student acquires and uses grade-level words to communicate effectively.</b> <b>The student:</b>	
ELA1R5a	Reads and listens to a variety of texts and uses new words in oral and written language.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages– 59-69 Suggested titles of books for teachers to read aloud to students. Page 25 – Letter encouraging parents to read aloud to their child. Page 73 – Explanation of the Oral Language Lesson for each <i>Reader</i>. The Oral Language Lesson is designed to suggest advanced vocabulary for teachers to use with students. Pages 82, 88, 94, 100, 106, 112, 118, 124 - Oral Language Lessons</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8-15 in <i>Readers</i> 31-60 – Total of 120 pages for students to practice using new vocabulary Focus Words found on the top of these pages.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R5b	Recognizes grade-level words with multiple means.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 112, 118, 124, 130, 136, 148, 178, 183, 165, 202, 206, 218, 226 - Oral Language Lessons</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 1 –<i>Reader 57</i> – Blue Farm Page 2 – <i>Reader 32</i> Page 16 – <i>Reader 31, 32, 33, 35, 40, 51, 57, 58, 59, 60</i></p>
ELA1R5c	Identifies words that are opposites (antonyms) or have similar meanings (synonyms).	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 88, 94, 100, 118, 124, 130, 226 - Oral Language Lessons – The teacher discusses opposites and words with similar meanings.</p>





<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6b	Makes predictions using prior knowledge.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 106, 118, 124, 142, 160, 172, 178, 184, 196, 202, 206, 210, 214, 218, 222, 230</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3, Questions at the bottom - <i>Reader</i> 31, 33, 34, 41, 46</p>
ELA1R6c	Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, settings, characters, problems, events, resolution) of read-aloud or independently read text.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142, 148, 154, 160, 166, 190, 230</p> <p>Pages 59-69 provides a reading list for read alouds entitle “Miss O’s Favorite Read Alouds.”</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3, Questions at the bottom - <i>Reader</i> 32, 33, 35, 41, 42, 46</p>
ELA1R6d	Retells stories read independently or with a partner.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 123, 124, 166, 172</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3, Questions at the bottom - <i>Reader</i> 31-48, 50, 52-60 Students are asked to retell stories in 28 <i>Readers</i>.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6e	Distinguishes fact from fiction in a text.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 82, 88, 106, 196</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3, Questions at the bottom - Reader 50</p>
ELA1R6f	Makes connections between texts and/or personal experiences.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 82, 88, 94, 100, 106, 118, 130, 136, 142, 147, 148, 154, 160, 166, 172</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3, Questions at the bottom - Reader 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 48, 55, 56, 57, 58, 59, 60</p>
ELA1R6g	Identifies the main idea and supporting details of information text read or heard.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 88, 94, 100, 106, 106, 112, 118, 136, 142, 148, 154, 160, 165, 166, 178</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3, Questions at the bottom - Readers 31-60</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6h	Self-monitors comprehension and rereads when necessary.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 2-3, <i>Readers</i> 31-60 - 60 total pages designed to provide students practice with this Standard. At the top of each page 2, you will find the directions for playing the game, Beat The Tiger. Children try to beat the tiger by self-monitoring if they make comprehension errors. You will find a score card provided with a picture of the tiger at the top of pages 2 and 3.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Page 81, 129 – Directions for Beat the Tiger Pages 105, 183- Game variations for Beat the Tiger</p>
ELA1R6i	Recognizes cause-and-effect relationships in text.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Page 74 – This page provides a list of the 27 character traits that are covered in <i>Readers</i> 41-60. These stories are repeated in ThinkerBox Books 8-11. In these books, animals learn cause-and-effect relationships in text.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 1-3 – <i>Readers</i> 41-60 – These 19 <i>Readers</i> provide stories of animals that learn valuable lessons through cause-and-effect</p> <p><b><i>ThinkerBox Books 8-11</i></b> Repeat of the stories in <i>Readers</i> 41-60 with illustrations.</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6j	Identifies word parts to determine meanings.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 82, 88, 154
ELA1R6k	Begins to use dictionary and glossary skills to determine word meanings.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 112, 148, 160, 172
ELA1R6l	Recognizes plot, setting and character within texts, and compares and contrasts these elements among texts.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 88, 94, 100, 106, 106, 112, 118, 136, 142, 148, 154, 160, 165, 166, 178  <i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3 in <i>Readers</i> 31-35 and 37-60
ELA1R6m	Recognizes and uses graphic features and graphic organizers to understand text.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 143, 177, 183, 195

<u><b>Standard</b></u> (Cite Number)	<u><b>Standard</b></u> (Cite specific standard)	<u><b>Where Taught</b></u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1W1</b> <b>(Writing)</b></p> <p>ELA1W1a</p>          <p>ELA1W1b</p>	<p><b>The student begins to demonstrate competency in the writing process. The student:</b></p>          <p>Writes texts of a length appropriate to address a topic and tell a story.</p>          <p>Describes an experience in writing</p>	<p><i><b>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</b></i> Pages 24, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 178, 182, 188, 190, 194, 200, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 236, 240</p> <p><i><b>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</b></i> Pages 8-15 in <i>each Reader</i> 31-60</p> <p><i><b>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</b></i> Pages 86, 92, 98, 104, 110, 116, 122,128, 134, 140, 146, 152, 158, 159, 164, 176, 200, 204,208, 210, 212, 216, 220, 224, 228, 232, 240</p> <p><i><b>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</b></i> Pages 8-15 in <i>Readers</i> 31-44, 46, 50-60</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1c	Rereads writing to self and others, revises to add details and edits to make corrections.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153  Pages for edits – 129, 135, 153, 225  Page 237 – Program Goals – See #4, 5, 9</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>Readers</i> 31-48, 55,</p>
ELA1W1d	Prints with appropriate spacing between words and sentences.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 152, 164, 170, 176</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8 and 10 in <i>each Reader</i></p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1e	Writes in complete sentences with correct subject-verb agreement.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages for edits – 129, 135, 153, 225  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each</i> Reader 31-60</p>
ELA1W1f	Uses nouns (singular and plural) correctly.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages for edits – 129, 135, 153, 225  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each</i> Reader 31-60</p>
ELA1W1g	Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages for edits – 129, 135, 153, 225  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each</i> Reader 31-60</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1h	Uses singular possessive pronouns.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 92, 104, 110, 116, 122, 128, 134,140, 146, 152, 158, 159, 164, 170, 172, 176, 178, 182, 188, 190, 194, 200, 202, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 326, 240</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 8-15 in <i>each Reader</i> 32, 34-60</p>
ELA1W1i	Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 116, 122,124, 128, 134, 140, 146, 152, 158, 159, 164, 170, 172, 176, 178, 182, 188, 190, 194, 200, 202, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 236, 240</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 8-15 in <i>each Reader</i> 36-60</p>
ELA1W1j	Begins to use common rules of spelling.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 26, 75, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 152, 158, 159, 164, 170, 172, 176, 178, 182, 188, 190, 194, 200, 202, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 236, 240</p>



<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1k	Begins to use a variety of resources (picture dictionaries, the Internet, books and strategies to gather information to write about a topic).	<b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher's Manual</i></b> Pages for Table of Contents – 166, 195 Pages for dictionary and research – 112, 148. 160, 195, 214 Online Lesson Plans provide additional information – <a href="http://www.cindycupp.com/SampleLessonPlans.htm">http://www.cindycupp.com/SampleLessonPlans.htm</a> .
ELA1W1l	Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).	<b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher's Manual</i></b> Pages for edits – 129, 135, 153, 225 Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153
ELA1W1m	Uses commas in a series of items.	<b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher's Manual</i></b> Pages 212, 232, 236, 240

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts      **State-Funded Course:** 23.00100 Language Arts/Grade K  
**Textbook Title:** Dr. Cupp Readers and Journal Writers – Enhance – Supplemental/Intervention Kit for 6 students

**Publisher:** Cupp Publishers, Inc.

*\*NOTE: Each of the thirty Readers in Dr. Cupp Readers and Journal Writers® Part 1 has sixteen pages with consistent components of fluency, comprehension, sight words, phonics, and independent work.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELAKLSV1</b></p> <p><b>ELAKR1</b> (Concepts of Print)</p> <p>ELAKR1a</p>	<p><b>The student uses oral and visual skills to communicate.</b></p> <p><b>The student demonstrates knowledge of concepts of print. The student:</b></p> <p>Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.</p>	<p><b>Please go to page 83 for this Standard.</b></p> <p><i>Dr. Cupp Readers and Journal Writers Readiness Manual-</i>  Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop'n Poppet Cheer Cards</p> <p>Pages 165-166 – Concept of print</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i>  Pages 59-69 - Hop N Pop's Favorite Read Alouds for Part I includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Pages 1-3 – <i>Readiness Readers 1-6</i> – Students learn one-to-one correspondence between the spoken word and the written print.</p>

<p>ELAKR1b</p>	<p>Demonstrates that print has meaning and represents spoken language in written form.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i></b>- Pages 59-69 - Hop N Pop’s Favorite Read Alouds for Part 1 includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Pages 1-3 – <i>Readiness Readers</i> 1-6 – Students learn one-to-one correspondence between the spoken word and the written print.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Pages 1-5, 7-16 in <i>each Reader</i> 1-15, Pages 1-16 in <i>each Reader</i> 17-30</p> <p><b><i>The Word House Book</i></b> Pages 9-61</p> <p><b><i>ThinkerBox Books</i></b> Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1 Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2</p>
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<p>ELAKR1c</p>	<p>Tracks text read from left to right and top to bottom.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b>  Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop'n Poppet Cheer Cards.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b>  Pages 59-69 - Hop N Pop's Favorite Read Alouds for Part 1 includes books to inform, entertain and persuade.</p> <p>.  Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Pages 1-3 – <i>Readiness Readers</i> 1-6 – Students learn one-to-one correspondence between the spoken word and the written print.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 1-5, 7-16 in <i>each Reader</i> 1-15, Pages 1-16 in <i>each Reader</i> 17-30</p> <p><b><i>The Word House Book</i></b>  Pages 9-61</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2</p> <p><b>Online Resource:</b> “Before Readiness Lessons” – at  (<a href="http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf">http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf</a>)</p>
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<p>ELAKR1d</p>	<p>Distinguishes among written letters, words and sentences.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards.</p> <p>Pages 165-166 – Concept of print</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i></b>- Pages 59-69 - Hop N Pop’s Favorite Read Alouds for Part 1 includes books to inform, entertain and persuade.</p> <p>Pages 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 list specific books to read aloud to complement <i>Dr. Cupp Reader® and Journal Writer</i> stories.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Pages 1-3 – <i>Readiness Readers</i> 1-6 – Students learn one-to-one correspondence between the spoken word and the written print.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Pages 1-5, 7-16 in <i>each Reader</i> 1-15, Pages 1-16 in <i>each Reader</i> 17-30</p> <p><b><i>The Word House Book</i></b> Pages 9-61</p> <p><b><i>ThinkerBox Books</i></b> Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1 Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2</p> <p><b>Online Resource:</b> “Before Readiness Lessons” – at (<a href="http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf">http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf</a>)</p>
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ELAKR1e	Recognizes that sentences in print are made up of separate words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 18, 22, 33, 54 - Lessons focus on the concept of print using Hop’n Poppet Cheer Cards.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Pages 1-3 – <i>Readiness Readers 1-6</i> – The text on pages 1-3 is written with extra spaces between each word so that students easily see where one word ends and the next begins. Students follow on the dots as the teacher reads the sentences to the students.</p> <p><b>Online Resource:</b> “Before Readiness Lessons” – at <a href="http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf">http://www.cindycupp.com/WEB%20FORMS/87249%20BeforeReadiness.pdf</a></p>
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<p>ELAKR1f</p>	<p>Begins to understand that punctuation and capitalization are used in all written sentences.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –1st</i></b>  Page 59 - Readiness Lesson 12/13 - #5  Page 67 – Readiness Lesson 14 - #5 and #6  Page 83 – Readiness Lesson 17/18 - #5  Page 89 – Readiness Lesson 19 - #5,6/7/8  Page 105 – Readiness Lesson 22/23 - #5  Page 111 – Readiness Lesson 24 - #5, 67/8  Page 127 – Readiness Lesson 27/28 - #5</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Page 78,84, 161 – Important Terms – Punctuation, Capitalization  Pages 125, 131, 137, 143, 149, 167, 185, 197, 221, 227,  Write Like The English Book- Punctuation and capitalization</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Students practice writing using punctuation and capitalization on four pages of each <i>Reader</i> 1-30. See pages 9, 11, 13, 15 in each <i>Reader</i>.</p> <p>Students practice oral reading using punctuation in each <i>Reader</i> 1-30 on pages 1 and 2.</p>
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<p><b>ELAKR2 (Phonological Awareness)</b></p> <p>ELAKR2a</p>	<p><b>The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student:</b></p> <p>Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.</p>	<p><i><b>Dr. Cupp Readers and Journal Writers Readiness Manual</b></i> – Page 18, 25, 33, 38, 43, 52, 58, 75, 82, 104, 120, 126, - Hop’n Poppet Cheer Cards are used to teach sight words through rhyming words. Each Readiness Lesson includes practice with Hop’n Poppet Cheer Cards.</p> <p><i><b>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</b></i> Page 77, 83, 95, 125, 137. 155 - Hop’n Poppet Cards are used to teach sight words through rhyming words. Page 122 – Just for Fun – Make a Word Pages 59-69 – Hop N Pop’s Favorite Read Alouds provides teachers with a tool to select books for read aloud that foster concepts of print. <i>Twenty-one (21) of the 150 books referenced in this list have strong rhyming texts</i> (correlated to use with Dr. Cupp Readers® and Journal Writers Books 1-8, 10, 12, 13, 15, 25, 26, 27, 28 &amp; 30.)</p> <p><i><b>The Word House Book</b></i> Page 57</p> <p>Online Resource: Games for practicing rhyming are available at <a href="http://www.cindycupp.com/2006%20May%20newsletter.htm">http://www.cindycupp.com/2006%20May%20newsletter.htm</a></p>
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<p>ELAKR2b</p>	<p>Identifies component sounds (phonemes and combinations of phonemes) in spoken words.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 11, 15, 20, 23, 27, 30, 35, 40, 42, 44, 45, 59, 56, 65,73, 80- These pages are marked by the Buzz the Phonemic Awareness Bee and provide practice for students in phonemic awareness.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 79, 80, 85, 86, 91, 92 – These pages represent Phonics Lessons in <i>Readers</i> 1-4. Phonemes and combination of phonemes are also taught in <i>Readers</i> 5-30. See the scripted phonics lessons provided for each <i>Reader</i> in this manual.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7, 11 – RR 1, RR 2  Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 6 of <i>Readers</i> 16-30  Page 7 of <i>Reader</i> 15  Page 16 of <i>Readers</i> 1-30</p> <p><b><i>The Word House Book</i></b>  Pages 58-59, 62-63</p>
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<p>ELAKR2c</p>	<p>Blends and segments syllables in spoken words.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual -</i></b>  Pages 1-164 – This <i>Readiness Manual</i> contains 30 Readiness Lessons. The main focus of these 164 pages is providing practice for blending sounds into spoken words.  Page 32, 37, 57, 66, 81, 89, 104, 126 – Game – Spell It</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus of these plans is to provide practice for students to blend spoken words.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7, 11 – RR 1, RR 2  Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 6 of <i>Readers 16-30</i>  Page 7 of <i>Reader 15</i>  Page 16 of <i>Readers 1-30</i></p> <p><b><i>The Word House Book</i></b>  Pages 58-59, 62-63</p> <p><b>Note: It is a goal in this series for students to independently sound out written words on page 7 of each <i>Reader</i> by the time they complete <i>Ten Minute Phonics</i><sup>™</sup> Lesson 15 in <i>Reader 15</i>.</b></p>
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ELAKR2d	Segments the phonemes in high frequency words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 1-164 –This <i>Readiness Manual</i> contains 30 Readiness Lessons. A main focus for these pages is providing practice for blending sounds into spoken words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Page 77, 83, 95, 113, 125, 137, 155, 167, 173, – <u>Introduction of New Sight Words</u> - Students are expected to begin attempting to sound out new sight words.</p>
ELAKR2e	Blends spoken phonemes to make high frequency words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages 1-164 – This <i>Readiness Manual</i> contains 30 Readiness Lessons. A main focus of these pages is to provide practice for blending sounds into spoken words. Page 32, 37, 57, 66, 81, 89, 104, 126 – Game – Spell It</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus of these plans is to provide practice for students to blend spoken words. Page 77, 83, 95, 113, 125, 137, 155, 167, 173, – <u>Introduction of New Sight Words</u> - Students are expected to begin attempting to sound out new sight words. <i>Continued on the next page-</i></p>

<p>ELAKR2e Continued</p>	<p><i>Continued-</i> Blends spoken phonemes to make high frequency words.</p>	<p><i>Continued-</i> <b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Page 7, 11 – RR 1, RR 2 Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 6 of <i>Readers</i> 16-30 Page 7 of <i>Reader</i> 15 Page 16 of <i>Readers</i> 1-30</p> <p><b><i>The Word House Book</i></b> Pages 58-59, 62-63</p> <p><b>Note: It is a goal in this series for students to independently sound out written words on page 7 of each <i>Reader</i> by the time they complete <i>Ten Minute Phonics</i><sup>TM</sup> Lesson 15 in <i>Reader</i> 15.</b></p>
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<p><b>ELAKR3 (Phonics)</b></p> <p>ELAKR3a</p>	<p><b>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:</b></p> <p>Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i> –  Pages 1-164 –This <i>Readiness Manual</i> contains 30 Readiness Lessons. The main focus of these 164 pages is providing practice for blending sounds into spoken words.  Page 13, 16, 17, 24, 28, 32 - Students learn the names of the letters of the alphabet and the sounds the letters make. Students learn these letter sounds in a song called AlphaMotion.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i>-  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus is to provide practice for students to learn the letter names and the sounds of the letters.</p> <p><i>Dr. Cupp Readiness Readers (RR) 1-6</i>  Page 7, 11 – RR 1, RR 2  Page 6-7 – RR 3, RR 4, RR 5, RR 6</p> <p><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i>  Page 6 of <i>Readers 1-30</i>  Page 16 of <i>Readers 1-30</i></p> <p><i>The Word House Book</i>  Pages 58-59, 62-63</p>
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<p>ELAKR3b</p>	<p>Recognizes and names all upper and lowercase letters of the alphabet.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Page 13, 31, 51, 74, 97, 119– Using the Big AlphaMotion Cards, students learn the upper and lowercase letters of the alphabet. Page 142 – Student Summary Assessment for six letters</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus of these plans is to provide practice for students to learn the letter name and the sound of the letter.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b> Page 7 – RR 1, RR 2 Page 6 - RR 3, RR 4, RR 5, RR 6</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 6 – <i>Readers 1-30</i> – Students practice saying the names and sounds of the letters of the alphabet.</p> <p><b><i>The Word House Book</i></b> Pages 26- 52 and 58-59 – Students practice saying the upper and lowercase letters of the alphabet.</p> <p><b>Online Resources:</b> A variety of additional online resources relating to letter recognition and phonics is available at <a href="http://www.cindycupp.com/2006%20August%20Newsletter.htm">http://www.cindycupp.com/2006%20August%20Newsletter.htm</a></p>
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<p>ELAKR3c</p>	<p>Matches all consonant and short-vowel sounds to appropriate letters.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Page 13, 31, 51, 74, 97, 119– Using the Big AlphaMotion Cards, students learn the upper and lowercase letters of the alphabet.  Page 142 – Student Summary Assessment for six letters  Page 142 – Student Summary Assessment – Readiness Letters and Sounds – In order to leave Readiness, students must pass this assessment.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 23, 79, 85, 91, 97, 103, 109, 115, 152, 157, 163, 164, 169, 170, 175, 181, 187 – Each <i>Reader</i> has a scripted phonics lesson plan. The focus is to provide practice for students to learn the letter names and the sounds of the letters.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7 – RR 1, RR 2 – Students must pass the assessment. The assessments require that students match the consonants and short /a/ sound to the appropriate letters.  Page 6 - RR 3, RR 4, RR 5, RR 6 – Students must pass the assessment.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 6 – <i>Readers 1-30</i> – Students must pass the assessment at the end of each phonics lesson before moving to the next lesson. The assessments require that students match the consonant and short-vowel sounds to appropriate letters.</p> <p><b>Online Resources:</b> A variety of additional online resources relating to letter recognition and phonics is available at <a href="http://www.cindycupp.com/2006%20August%20Newsletter.htm">http://www.cindycupp.com/2006%20August%20Newsletter.htm</a></p>
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<p>ELAKR3d</p>	<p>Blends individual sounds to read one-syllable decodable words.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Page 11 – Beginning on the first page of the <i>Readiness Manual</i> on Readiness Lesson 1, students are taught to sound blend.  Pages 15, 20, 23, 27, 30, 35, 40 – Students practice blending words.  Page 57 – Students are taught to sound blend the word /bat/.  Page 74, 125, - Students learn to blend new words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Page 80, 85, 91, 97 – These pages are included in Lesson Plans for <i>Readers</i> 1-4. Item #2 or #3 in each lesson is Practice – Sound Blending Words. Each additional <i>Reader</i> 5-30 contains a section on sound blending.</p> <p><b><i>Dr. Cupp Readiness Readers (RR) 1-6</i></b>  Page 7 – RR 3, RR 4, RR 5, RR 6 – Students practice blending words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 7 – <i>Readers</i> 1-30 – Students practice blending words.</p>
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ELAKR3e	Applies learned phonics skills when reading words and sentences in stories.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b> Page 12 – Question 9 explains that in <i>Readers</i> 1-30 on pages 1-3, there will be words underlined. If a word is underlined, this means that the students should sound out the underlined word using their learned phonics skills. There are 30 <i>Readers</i> and each <i>Reader</i> has three pages of text with underlined words for students to practice applying learned phonics skills.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 1-3 – In the 30 <i>Readers</i> on pages 1-3, the students practice sounding unknown underlined words using learned phonics skills.</p>
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<p><b>ELAKR4 (Fluency)</b></p> <p>ELAKR4a</p>	<p><b>The student demonstrates the ability to read orally with speed, accuracy, and expression. The student:</b></p> <p>Reads previously taught high frequency words at a rate of 30 words correct per minute.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 78, 84, 90, 96 – These pages provide suggestions for teachers in <i>Readers</i> 1-4 for working with students to improve fluency. <i>Readers</i> 5-30 also include one page offering additional suggestions.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 4-5 – <i>Readers</i> 1-30 – Students are timed when practicing saying sight words on pages 4 and 5 in each of the 30 <i>Readers</i>. Students meet the Georgia Performance Standard by <i>Reader</i> 30. Students are provided 60 pages of timed practice (2 pages x 30 <i>Readers</i>).</p> <p><b>Online Resources:</b> Additional support for students who need help transitioning reading words in lists into reading words in text may benefit from this exercise:  <a href="http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A">http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A</a> Also available on that same page is a method for combining at home and in class practice of sight words, individualized for each child called “New Friends and Old Friends”.</p> <p><b>Online Resources:</b> A strategy for combining sight word practice with singing, and a variety of sight word games for small or whole group is available at:  <a href="http://www.cindycupp.com/2006%20February%20Online%20Newsletter.htm">http://www.cindycupp.com/2006%20February%20Online%20Newsletter.htm</a> and  <a href="http://www.cindycupp.com/2005%20October_November%20Newsletter.htm">http://www.cindycupp.com/2005%20October_November%20Newsletter.htm</a></p>
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<p>ELAKR4b</p>	<p>Reads previously taught grade-level text with appropriate expression.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 77, 95, 101, 107, 113, 173, 179, 197 – These pages provide suggestions for teachers to help students read with expression and fluency. Comments relating to fluency are integrated throughout the Teacher’s Manual on nearly every lesson.</p> <p>Pages 89, 101, 107. 137, 173, 197 - These pages provide opportunities for extra practice (reading orally to visitors to the classroom, reading into tape recorder, reading with a classroom reading buddy, reading aloud to the class as a group, acting like the teacher when reading aloud respectively).</p> <p>Pages 95, 113, 143, 149, 227 - Address students’ ability to “read like the English teacher” or “read like they are talking”.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 2 of <i>each</i> Reader 1-30 in of Dr. Cupp Readers® &amp; Journal Writers contains Beat the Tiger. Beat the Tiger is a game promoting fluent reading.</p>
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<p><b>ELAKR5 (Vocabulary)</b></p> <p>ELAKR5a</p>	<p><b>The student acquires and uses grade-level words to communicate effectively.</b> <b>The student:</b></p> <p>Listens to a variety of texts and uses new vocabulary in oral language.</p>	<p><i><b>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</b></i> Pages 59-69 – Hop’n Pop’s Favorite Read Alouds for Part 1 is a tool for selecting read aloud books to introduce a variety of vocabulary into the student’s reading AND listening vocabulary.</p> <p>Pages 77, 78, 84, 89, 90, 96, 102, 107, 114, 120, 132, 143, 156, 161, 185, 191, 192, 197, 203, 215, 221, 227, 233, 239, 245 – Introduction of new vocabulary</p> <p><i>In addition, the last page of each of the Teacher’s Manual Lesson Plans for each book (1-30) contains a planning guide for reading aloud and a space for generating/planning possible questions</i></p> <p><i><b>Dr. Cupp Readers and Journal Writers – Readers 1-30</b></i> Page 3 – Each Reader 1-30 provides vocabulary and comprehension questions.</p> <p><i><b>The Word House Book</b></i> Pages 9-61</p>
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<p>ELAKR5b</p>	<p>Discusses the meaning of words and understands that some words have multiple meanings.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher's Manual-</i></b>  Pages 77, 83, 84, 102, 120, 132, 143, 156, 161, 191, 192, 197, 203, 221, 227, 233, 239, 245</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 3 of each of <i>Reader 1-29</i></p> <p><b><i>The Word House Book</i></b>  Pages 9, 11, 13, 17, 21, 23, 25, 53, 55, 57, 61-63</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2  Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3  Pages 1-50 ThinkerBox™ Chapter Book 4  Pages 1-50 ThinkerBox™ Chapter Book 5  Pages 1-49 ThinkerBox™ Chapter Book 6</p>
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<p><b>ELAKR6 (Comprehension)</b></p> <p>ELAKR6a</p>	<p><b>The student gains meaning from orally presented text. The student:</b></p> <p>Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.</p>	<p><i><b>Dr. Cupp Readers and Journal Writers Readiness Manual</b></i>  Page 14, 19, 26, 34, 39, 43, 53, 60 – The teacher orally reads to the students. Different activities follow the read aloud.</p> <p><i><b>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</b></i>  Pages 59-69 – Hop’n Pop’s Favorite Read Alouds for Part 1 is a tool for selecting read aloud books that introduce a variety of genres including informational text.</p> <p>Pages 89, 95, 107, 113, 119, 149, 155, 161, 179, 185, 191, 197, 203, 215, 221, 227, 233, 239, 245 - The last page of <i><b>each lesson</b></i> contains a planning guide for reading aloud and a space for generating/planning possible questions.</p> <p><i><b>The Word House Book</b></i>  Pages 1-63</p> <p><i><b>ThinkerBox Books</b></i>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2  Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3  Pages 1-50 ThinkerBox™ Chapter Book 4  Pages 1-50 ThinkerBox™ Chapter Book 5  Pages 1-49 ThinkerBox™ Chapter Book 6</p>
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ELAKR6b	Makes predictions from pictures and titles.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 173, 179, 191</p> <p><b>Online resource:</b> comprehension practice with “wordless” books: <a href="http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A">http://www.cindycupp.com/2005%20August%20Newsletter.htm#Section%20A#Section%20A</a>.</p>
ELAKR6c	Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolutions) of a read aloud text.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b> Page 34, 39, 43, 46, 53, 76, 99</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 89, 95, 107, 113, 119, 149, 155, 161, 167, 173, 179, 191, 197, 203, 215, 221, 227, 233, 239, 245</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 3 – Questions at the bottom in <i>each Reader</i> 1-29</p> <p><b><i>ThinkerBox Books</i></b> Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1 Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2 Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3 Pages 1-50 ThinkerBox™ Chapter Book 4 Pages 1-50 ThinkerBox™ Chapter Book 5 Pages 1-49 ThinkerBox™ Chapter Book 6</p>

ELAKR6d	Begins to distinguish fact from fiction in a read-aloud text.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual -</i></b> Page 34, 39, 43, 46, 53, 76, 99</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 59-60 – Hop’n Pop’s Favorite Read Alouds for Part 1 is a tool for selecting appropriate read aloud books. This list contains both fiction and nonfiction books.</p> <p><b><i>The Word House Book</i></b> This book combines fiction and nonfiction.</p>
ELAKR6e	Retells familiar events and stories to include beginning, middle and end.	<p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Page 3 – Readers - 1, 3, 5, 8, 9, 11, 12, 16, 17, 18, 19, 20, 23, 26, 27, 28, 29</p>
ELAKR6f	Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i></b> Graphic Organizers Pages – 84, 161, 191, 223, 239, 245,</p>
ELAKR6g	Connects life experiences to read-aloud text.	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> Life experiences to read-aloud text Pages – 19, 46, 53, 65, 67</p>
ELAKR6h	Retells important facts in the student’s own words.	<p><b><i>Dr. Cupp Readers and Journal Writers Readers 1-30</i></b> Page 3 – Bottom of the page – Readers 3, 9, 10, 12, 16, 27</p>



<p><b>ELAKW1 (Writing)</b></p>	<p><b>The student begins to understand the principals of writing. The student:</b></p>	
<p>ELAKW1a</p>	<p>Writes or dictates to describe familiar persons, places, objects, or experiences.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i> Writes or dictates familiar persons, places, objects or experience Pages – 34, 53, 60, 67</p> <p><i>Dr. Cupp Readers and Journal Writers Teacher’s Manual</i> Pages 81, 87, 93, 99, 103, 111, 117, 123, 125</p>
<p>ELAKW1b</p>	<p>Uses drawings, letters, and phonetically spelled words to create meaning.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i> Uses drawings, letter, and phonetically spelled words to create meaning Pages – 34, 53, 60, 67</p> <p><i>Dr. Cupp Readers and Journal Writers Teacher’s Manual</i> Pages 81, 87, 93, 99, 103, 111, 117, 123, 125</p>
<p>ELAKW1c</p>	<p>Accurately prints name, all uppercase and lowercase letters of the alphabet and teacher-selected words.</p>	<p><i>Dr. Cupp Readers and Journal Writers 1-30</i> Accurately prints name, all uppercase and lowercase letters. Pages 9, 11, 13, 15 – <i>Readers 1-30-</i> Total practice pages 120</p>

<p>ELAKW1d</p>	<p>Uses left-to-right pattern of writing.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers 1-30</i></b>          Uses left-to-right pattern of writing          Pages 9, 11, 13, 15 – <i>Readers 1-30</i>- Total practice pages 120          Students are instructed to begin with the smiley face.</p>
<p>ELAKW1e</p>	<p>Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Teacher’s Manual</i></b>          Pages –125, 131, 137, 143, 149, 167 -Write Like the English Book</p>

<p><b>ELAKLSV1 (Listening/ Speaking/Viewing)</b></p>	<p><b>The student uses oral and visual skills to communicate. The student:</b></p>	
<p>ELAKLSV1a</p>	<p>Listens and speaks appropriately with peers and adults.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i> Listens and speaks appropriately with peers and adults Pages – 19, 34, 67, 76</p>
<p>ELAKLSV1b</p>	<p>Follows two-part oral directions.</p>	<p><i>Dr. Cupp Readers and Journal Writers Readers 1-30</i> Page 3- Questions at the bottom – <i>Readers 1-12, 16-24, 26-29</i></p> <p><i>Dr. Cupp Readers &amp; Journal Writers Readiness Manual</i> Pages 11-133 – These pages contain over 50 different games and activities that require students to follow two-part oral directions. These activities include using the Big AlphaMotion Cards and Hop’n Poppet Cheer Cards.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i> Pages 22, 24, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 186.</p> <p><i>Dr. Cupp Readiness Readers (RR) 1-6</i> Pages 1-3 –RR1-6 Students follow two-part directions</p> <p><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i> Page 3 in <i>each Reader</i> 1, 4, 6, 9, 11, 17, 18</p>

<p>ELAKLSV1c</p>	<p>Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 11–133 --Lessons 1-30.  This standard is incorporated into the phonics, phonemic awareness, English/Grammar &amp; Listening/Speaking segments of <i>each</i> lesson plan 1-30. AlphaMotion Cards and the AlphaMotion song focus on this Standard.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 21, 79, 86, 91, 102, 122, 134</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  <i>Readers</i> 1-14 - Hop’n Pop Cheer Cards (all 48) used in conjunction with Dr. Cupp Readers® and Journal Writers 1-14.</p> <p>Pages 6 and 7 in <b><i>each Reader</i></b> 1-30 – Total pages 60</p>
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<p>ELAKLSV1d</p>	<p>Recites short poems, rhymes, songs and stories with repeated patterns.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> –  Pages 11-133 – These pages contain over 70 poems, rhymes, songs and stories. AlphaMotion Cards and song are used to teach students alphabet letters. Hop’n Poppet Cheer Cards provide song and rhymes in every lesson.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 92, 134 of the Dr. Cupp Readers® and Journal Writers Part 1Teacher’s Manual</p> <p><b><i>The Word House Book</i></b>  Pages 9-15, 55, 57, 61 – Repeated patterns  Pages 27-52 – AlphaMotion song</p>
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<p>ELAKLSV1e</p>	<p>Describes people, places, things, locations, and actions.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 11- 133 – Lessons 1-30 include descriptions of people, places, things, locations, and actions.  Examples:  Page 12 – Reference to people.....Dr. Cupp, Bethany Thompson, Mr. Carpenter, Celeste Frankosky  Page 13 – AlphaMotion hand signs and song</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>  Pages 20, 82, 89, 95, 107, 119, 143, 167, 173, 179, 185, 191, 197, 203, 233, 239, 245, plus the last page of <i>each</i> lesson plan (1-30) which allows the teacher to define questions to help students communicate about the read aloud selection</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Pages 3, 9, 11, 13, 15 in <i>each Reader</i> 1-29</p> <p><b><i>The Word House Book</i></b>  Pages 62-63</p> <p><b><i>ThinkerBox Books</i></b>  Pages 1-8, 11-18, 21-28, 31-38, 41-48 ThinkerBox™ Chapter Book 1  Pages 1-8, 11-20, 23-30, 33-42, 45-54 ThinkerBox™ Chapter Book 2  Pages 1-11, 14-20, 23-25, 28-32, 35-42, ThinkerBox™ Chapter Book 3  Pages 1-50 ThinkerBox™ Chapter Book 4  Pages 1-50 ThinkerBox™ Chapter Book 5  Pages 1-49 ThinkerBox™ Chapter Book 6</p>
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<p>ELAKLSV1f</p>	<p>Increases vocabulary to reflect a growing range of interests and knowledge.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> – Pages, 6-8 of Readiness Program Teacher’s Manual &amp; Planning Book for Lessons 1-30 as well as <b><i>each</i></b> of the Lessons 1-30 under the English/Grammar area of the Readiness Program Teacher’s Manual &amp; Planning Book.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b> Pages 25, 26, 78, 82, 84, 125, 131, 137, 161, 167, 233, 239, 245 of the Dr. Cupp Readers® &amp; Journal Writers Part I Teacher’s Manual, pages 59-59 include a list of high quality read alouds which will assist in vocabulary growth</p>
<p>ELAKLSV1g</p>	<p>Communicates effectively when relating experiences and retelling stories heard.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b> Pages 25-26, the Parent Homework Assignment Sheets, Page 3 on <b><i>each</i></b> Reader 1-29 – Provides 29 opportunities to practice retelling.</p> <p><b><i>The Word House Book</i></b> Pages 9, 11, 13, 17, 19, 55, 57-59, 61-63</p>

<p>ELAKLSV1h</p>	<p>Uses complete sentences when speaking.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 53, 67, 76, 84, 106</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 3 – Questions at the bottom in <i>Readers</i> 3, 4, 6, 8, 10, 12, 16, 18, 19, 20, 22, 24, 26</p>
<p>ELAKLSV1i</p>	<p>Begins to use subject-verb agreement and tense correctly.</p>	<p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>  Pages 53, 76, 99, 121,</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 1-30</i></b>  Page 3 in <i>Readers</i> 6, 12, 18, 22, 26 – Students play the game “Talk Like The English Book.”  Page 3 – Questions at the bottom in <i>Readers</i> 3, 4, 8, 10, 12, 16, 19, 20, 24</p>



**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts      **State-Funded Course:** 23.00200 Language Arts/First Grade  
**Textbook Title:** Dr. Cupp Readers and Journal Writers - Enhance – Intervention/Supplemental for 6 students

**Publisher:** Cupp Publishers, Inc.

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

**\*NOTE:** *Each of the thirty Readers in Dr. Cupp Readers and Journal Writers® Part 2 has sixteen pages with consistent components of fluency, comprehension, sight words, phonics, and independent work.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p align="center"><b>ELA1LSV1</b> (Listening/ Speaking/ Viewing)</p> <p align="center">ELA1LSV1a</p>	<p><b>The student uses oral and visual strategies to communicate. The student:</b></p> <p>Follows three part-oral directions.</p>	<p><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i> Pages – 99, 120, 135,</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 2 in each Reader 31-60 – The Hop’n Pop game has more than three part oral directions.</p>

		Page 7 in each <i>Reader</i> 36-60 – The Train Game has more than three part oral directions.
<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1LSV1b	Recalls information presented orally.	<i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i> Pages 81, 82, 88, 94, 96, 120, 135, 136,  <i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3 – Questions at the bottom – <i>Readers</i> 31-60 for a total of 30 opportunities to retell and sequence a story.
ELA1LSV1c	Responds appropriately to orally presented questions.	<i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i> Pages 88, 94, 96, 99, 100, 105, 107, 112, 120, 124, 129, 130, 135, 136  <i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3– Questions at the bottom – <i>Readers</i> 31-60 for a total of 30 opportunities to retell and sequence stories.  Pages 6 and 7 of each <i>Reader</i> 31-60

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1LSV1d	Increases vocabulary to reflect a growing range of interests and knowledge.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 88, 94, 100, 106, 106, 112, 118, 136, 142, 148, 154, 160, 165, 166, 178</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3 in <i>Readers</i> 31-35 and 37-60</p> <p><b><i>The Word House Book</i></b> Pages 9, 11, 13, 17, 19, 55, 57, 58, 59, 61-63</p>
ELA1LSV1e	Communicates effectively when relating experiences and retelling stories read, heard or viewed.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 81, 82, 88, 94, 96, 120, 135, 136,</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3 – Questions at the bottom – <i>Readers</i> 31-60 for a total of 30 opportunities to retell and sequence a story.</p>
ELA1LSV1f	Uses complete sentences when speaking.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Page 94, 100, 112, 118, 124, 130, 136, 154, 160, 166, 172, 178, 184, 190, 196, 206, 214</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<b>ELA1R1</b> <b>(Concepts of Print)</b>  ELAIR1a          ELAIRb	<b>The student demonstrates knowledge of concept of print. The student:</b>  Understands that there are correct spellings for words.          Identifies the beginning and end of a paragraph.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 75 – Spelling Options  <i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8, 10, 12, 14 – <i>Readers</i> 31-60 – Students practice writing using Focus words. There are 30 <i>Readers</i> in Part 2. Students practice this Standard on 4 pages in each <i>Reader</i> . Total pages for practice =120.  <i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 88, 117, 154, 160, 202, 214 - The teacher and students discuss paragraphs in specific text.  <i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 129, 135, 143, 225, 237 – Write Like The English Book Students try to find punctuation and capitalization errors in text.  <i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8-15 in <i>Readers</i> 31-60 = Total of 240 pages Students practice writing sentences and stories using correct punctuation and capitalization.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELAI1E1c	Demonstrates an understanding that punctuation and capitalization are used in all written sentences.	<p><b><u>Many students in first grade will also be in Part 1 – Readers 1-30</u></b></p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual</i> Page 125, 137, 143, 149, 167, 197 – Write Like The English Book</p> <p><i>Dr. Cupp Readers and Journal Writers <u>Readiness</u> Teacher’s Manual</i> Page 25, 29, 33, 39, 59, 67, 83, 89, 105, 127 – Students are introduced to punctuation with hand signs and the song – Pop-It-To-Me.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 1 Student Readers 1-30</i> Page 3 – Readers 1, 2, 5, 19</p> <p><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i> Pages for edits – 129, 135, 153, 225 Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8-15 in <i>each</i> Reader 31-60</p>

<u><b>Standard</b></u> (Cite Number)	<u><b>Standard</b></u> (Cite specific standard)	<u><b>Where Taught</b></u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R2</b></p> <p>ELA1R2</p>	<p><b>The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student:</b></p> <p>Isolates beginning, middle, and ending sounds in single-syllable words.</p>	<p><i>NOTE: Students must successfully complete Part 1 Readers 1-30 before they move to Part 2 Readers 31-60. Part 1 requires strong phonological awareness.</i></p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b>            Page 85, 91, 97, 103, 108, 126, 132, 138, 156. – Buzz the Phonemic Awareness Bee shows students how to orally manipulate words and individual sounds within those words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>            Pages 6-7 in <i>Readers</i> 31-60 provide instruction in using beginning, middle and ending sounds to make words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual –</i></b>            Pages 11, 15, 20, 23, 27, 30, 35, 40, 42, 44, 45, 59, 56, 65,73, 80-            These pages are marked by the Buzz the Phonemic Awareness Bee and provide practice for students in phonemic awareness.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Teacher’s Manual-</i></b>            Pages 79, 80, 85, 86, 91, 92 – These pages represent Phonics Lessons in <i>Readers</i> 1-4. Phonemes and combination of phonemes are also taught in <i>Readers</i> 5-30. See the scripted phonics lessons provided for each <i>Reader</i> in this manual.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Student Readers 1-30</i></b>            Pages 6-7 in <i>Readers</i> 1-30 provide instruction in using beginning, middle and ending sounds to make words.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R2b	Identifies onsets and rimes in spoken one-syllable words.	<p><i>Note: This Standard was introduced in Readiness and mastered in Part 1 Readers 1-30. Students must successfully master this Standard before they are allowed to begin Part 2.</i></p> <p><b><i>Dr. Cupp Readers and Journal Writers Readiness Manual</i></b> Pages 11, 15, 20, 23, 27, 35, 40, 42, 44, 45 – Students practice using onset and rimes in spoken words.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 1 Student Readers 1-30</i></b> Page 6 – Readers 1-30 – Total of 30 pages Students practice blending with onset and rime.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 6-7 – Readers 36-60 – Total of 50 pages Students practice blending with onset and rime.</p>
ELA1R2c	Adds, deletes, or substitutes target sounds to change words (e.g. change top to stop; change smile to mile; change cat to cap.)	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 85, 90, 108, 127, 132, 138 – Students changes vowel sounds.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – Readers 38, 39, 40 – Students change target vowel sounds.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R2d	Distinguishes between long and short vowel sounds in spoken one-syllable words (can and cane).	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 126, 132, 138– Students change vowel sounds from long to short.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – <i>Readers</i> 38, 39, 40 – Students change target vowel sounds from long to short.</p>
ELA1R2e	Orally blends two to four phonemes into recognizable and/or nonsense words.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 85, 90, 97, 102, 108 – Suggestions for students in oral blending</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 -7 in <i>Readers</i> 36-60 for a total of 48 pages. These pages provide opportunities for students to practice orally blending two to four phonemes into recognizable words.</p>
ELA1R2f	Automatically segments one-syllable words into sounds	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 75 – Weekly spelling games help students develop automatic segmentation of one-syllable words. Page 120 – The game Just Say It helps students to become automatic.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 8, 10, 12, 14 – <i>Readers</i> 31-60 for a total of 120 pages provides opportunities for students to practice automatically segmenting words.</p>



<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R3</b></p> <p>EKA1R3a</p> <p>ELA1R3b</p>	<p><b>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:</b></p> <p>Automatically generates the sounds for all letters and letter patterns including long and short vowels.</p> <p>Applies knowledge of letter-sound correspondence to decode new words</p>	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Page 80 – Students must pass the phonics assessment for all consonant sounds and <u>a</u> rimes.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 6 – Reader 31 – Assessment for all consonant sounds and <u>a</u> rimes. Page 7 – Reader 35 – Assessment for all short vowel sounds. Page 6 – Reader 37 – Assessment for short and long vowel sounds.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages 85, 90, 91, 96, 97, 102, 108, 114, 115, 120, 121, 126, 127, 132, 133, 138, 139, 156, 157, 162, 163, 198, 215, 219, 223, 227, 231, 235, 239</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 7 – Readers 31-35 – Students practice applying knowledge of letter-sound correspondence to decode new words. Total - 5 pages Page 6-7 – Readers 36-60 - Students practice applying knowledge of letter-sound correspondence to decode new words. Total - 50 pages</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3c	Reads words containing consonant blends and digraphs.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 162, 168, 174, 180, 186,</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – Readers 44, 45, 46, 47, 48</p>
ELA1R3d	Reads words with inflectional endings.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 6 – Readers 32, 33, 34 Page 7 – Readers 32</p> <p><b><i>ThinkerBox Books 7-11</i></b> The same stories that appear in <i>Readers 31-60</i> also appear in the ThinkerBox Book format. The text in these books is organized by chapters with illustrations. These books provide additional exposure to reading words with inflectional endings.</p>
ELA1R3e	Reads compound words and contractions in grade appropriate texts.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 1 - Readers 36, 39,42, 43, 44, 48, 50-54, 56, 58-60 Page 2 - Readers 34, 36, 40, 42, 43, 46, 47, 48, 49, 54, 56 Page 3 – Readers 34, 36, 37, 41, 42, 43, 43, 45, 47, 48, 49,56, 58, 59</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3f	Reads words containing vowel digraphs and r-controlled vowels.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages – 144, 150, 156  Pages 132, 138 – Switching vowel sounds includes vowel digraphs</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Page 6 – Readers 39, 40, 41, 42, 43, 46, 48, 59  Page 7 - Readers 44, 45, 46, 47, 49, 50, 52, 54, 56, 57</p>
ELA1R3g	Uses spelling patterns to recognize words.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages – 80, 144, 145, 150, 151, 156, 157, 174, 186, 192, 215, 219, 223, 227, 231, 235, 239</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Page 6 – Readers 36-60- Total of 25 practice pages  Page 7 - Readers 31-60- Total of 30 practice pages</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3h	Applies learned phonics skills when reading and writing words, sentences, and stories.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual-</i></b>  Page 12 – Question 9 explains that in <i>Readers</i> 31-60 on pages 1-3, there will be words underlined. If a word is underlined, this means that the students should sound out the underlined word using their learned phonics skills. There are 30 <i>Readers</i> and each <i>Reader</i> has three pages of text with underlined words for students to practice applying learned phonics skills.</p> <p>Page 75 – Direction on Option 2 – Weekly spelling test to include 10 phonetically regular words.</p> <p>Pages 86, 92, 98, 104, 110, 116, 122, 128 – Suggested writing topics for students to practice using their learned phonics skills.</p> <p><b><i>Dr. Cupp Readers and Journal Writers – Readers 31-60</i></b>  Pages 1-3 – In the 30 <i>Readers</i> on pages 1-3, the students practice sounding unknown underlined words using learned phonics skills.</p> <p>Pages 8-15 – In the 30 <i>Readers</i> on pages 8-15, the students practice writing words, sentences and stories using their learned phonics skills.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R4 (Fluency)</b></p> <p>ELA1R4a</p> <p>ELA1R4b</p>	<p><b>The student demonstrates the ability to read orally with speed, accuracy, and expression. The student:</b></p> <p>Applies letter-sound knowledge to decode quickly and accurately.</p> <p>Automatically recognizes additional high frequency and familiar words within texts.</p>	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages – 85, 90, 91, 96, 97,102, 103, 108, 127 Pages – 127, 132, 133, 139 – Connecting text and phonics</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 6 – Readers 36-60 – Total of 25 practice pages Page 7 – Readers 31-60 – Total of 30 practice pages</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages – 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 1-3- Readers 31-60 – Total of 90 practice pages of text with high frequency and familiar words.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R4c	Reads grade-level text with appropriate expression.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Page– 87, 99, 141 – The teacher models fluency and expression. Pages 93, 105, 111, 117, 189, 237</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 1-3- <i>Readers</i> 31-60 – Total of 90 pages for students to practice reading with expression.</p>
ELA1R4d	Reads first grade text at a target rate of 60 words per minute.	<p>NOTE: From <i>Reader</i> 1 to <i>Reader</i> 60 of <i>Dr. Cupp Readers and Journal Writers</i> Part 1 and Part 2, students are given multiple opportunities for timed practice with sight words. The goal for students finishing <i>Reader</i> 30 is 60 words a minute. By the time students finish <i>Reader</i> 60, their goal is 45 words in 30 seconds or the equivalent of 90 words per minute. This is above the standard of 60 words a minute.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 1-3- <i>Readers</i> 31-60 – Total of 90 pages for students to practice reading fluency in order to reach the Standard of 60 words per minute.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R4e	Uses self-correction when subsequent reading indicates and earlier misreading within grade-level text.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Page– 81, 93, 105, 111, 129, 183, See Beat the Tiger on each page.</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 2-3 – <i>Readers</i> 31-60 – Students are provided a total of 60 pages for practicing self-correction by playing the game Beat the Tiger. The directions for this game are written at the top of page 2 in each <i>Reader</i> 31-60.</p>
<b>ELA1R5</b>	<b>The student acquires and uses grade-level words to communicate effectively.</b> <b>The student:</b>	
ELA1R5a	Reads and listens to a variety of texts and uses new words in oral and written language.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i> Pages– 59-69 Suggested titles of books for teachers to read aloud to students. Page 25 – Letter encouraging parents to read aloud to their child. Page 73 – Explanation of the Oral Language Lesson for each <i>Reader</i>. The Oral Language Lesson is designed to suggest advanced vocabulary for teachers to use with students. Pages 82, 88, 94, 100, 106, 112, 118, 124 - Oral Language Lessons</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Pages 8-15 in <i>Readers</i> 31-60 – Total of 120 pages for students to practice using new vocabulary Focus Words found on the top of these pages.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R5b	Recognizes grade-level words with multiple means.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 112, 118, 124, 130, 136, 148, 178, 183, 165, 202, 206, 218, 226 - Oral Language Lessons</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 1 –<i>Reader 57</i> – Blue Farm Page 2 – <i>Reader 32</i> Page 16 – <i>Reader 31, 32, 33, 35, 40, 51, 57, 58, 59, 60</i></p>
ELA1R5c	Identifies words that are opposites (antonyms) or have similar meanings (synonyms).	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 88, 94, 100, 118, 124, 130, 226 - Oral Language Lessons – The teacher discusses opposites and words with similar meanings.</p>





<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6b	Makes predictions using prior knowledge.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 106, 118, 124, 142, 160, 172, 178, 184, 196, 202, 206, 210, 214, 218, 222, 230</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3, Questions at the bottom - <i>Reader</i> 31, 33, 34, 41, 46</p>
ELA1R6c	Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, settings, characters, problems, events, resolution) of read-aloud or independently read text.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142, 148, 154, 160, 166, 190, 230</p> <p>Pages 59-69 provides a reading list for read alouds entitle “Miss O’s Favorite Read Alouds.”</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3, Questions at the bottom - <i>Reader</i> 32, 33, 35, 41, 42, 46</p>
ELA1R6d	Retells stories read independently or with a partner.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 123, 124, 166, 172</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 3, Questions at the bottom - <i>Reader</i> 31-48, 50, 52-60 Students are asked to retell stories in 28 <i>Readers</i>.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6e	Distinguishes fact from fiction in a text.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 82, 88, 106, 196</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3, Questions at the bottom - Reader 50</p>
ELA1R6f	Makes connections between texts and/or personal experiences.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 82, 88, 94, 100, 106, 118, 130, 136, 142, 147, 148, 154, 160, 166, 172</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3, Questions at the bottom - Reader 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 48, 55, 56, 57, 58, 59, 60</p>
ELA1R6g	Identifies the main idea and supporting details of information text read or heard.	<p><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 88, 94, 100, 106, 106, 112, 118, 136, 142, 148, 154, 160, 165, 166, 178</p> <p><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3, Questions at the bottom - Readers 31-60</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6h	Self-monitors comprehension and rereads when necessary.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Page 2-3, <i>Readers</i> 31-60 - 60 total pages designed to provide students practice with this Standard. At the top of each page 2, you will find the directions for playing the game, Beat The Tiger. Children try to beat the tiger by self-monitoring if they make comprehension errors. You will find a score card provided with a picture of the tiger at the top of pages 2 and 3.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Page 81, 129 – Directions for Beat the Tiger Pages 105, 183- Game variations for Beat the Tiger</p>
ELA1R6i	Recognizes cause-and-effect relationships in text.	<p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Teacher’s Manual</i></b> Page 74 – This page provides a list of the 27 character traits that are covered in <i>Readers</i> 41-60. These stories are repeated in ThinkerBox Books 8-11. In these books, animals learn cause-and-effect relationships in text.</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 1-3 – <i>Readers</i> 41-60 – These 19 <i>Readers</i> provide stories of animals that learn valuable lessons through cause-and-effect</p> <p><b><i>ThinkerBox Books 8-11</i></b> Repeat of the stories in <i>Readers</i> 41-60 with illustrations.</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R6j	Identifies word parts to determine meanings.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 82, 88, 154
ELA1R6k	Begins to use dictionary and glossary skills to determine word meanings.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 112, 148, 160, 172
ELA1R6l	Recognizes plot, setting and character within texts, and compares and contrasts these elements among texts.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 88, 94, 100, 106, 106, 112, 118, 136, 142, 148, 154, 160, 165, 166, 178  <i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i> Page 3 in <i>Readers</i> 31-35 and 37-60
ELA1R6m	Recognizes and uses graphic features and graphic organizers to understand text.	<i>Dr. Cupp Readers and Journal Writers Part 2 Teacher's Manual</i> Pages 143, 177, 183, 195

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p>ELA1W1 (Writing)</p> <p>ELA1W1a</p> <p>ELA1W1b</p>	<p><b>The student begins to demonstrate competency in the writing process. The student:</b></p> <p>Writes texts of a length appropriate to address a topic and tell a story.</p> <p>Describes an experience in writing</p>	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages 24, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 178, 182, 188, 190, 194, 200, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 236, 240</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each Reader</i> 31-60</p> <p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages 86, 92, 98, 104, 110, 116, 122,128, 134, 140, 146, 152, 158, 159, 164, 176, 200, 204,208, 210, 212, 216, 220, 224, 228, 232, 240</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>Readers</i> 31-44, 46, 50-60</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1c	Rereads writing to self and others, revises to add details and edits to make corrections.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153  Pages for edits – 129, 135, 153, 225  Page 237 – Program Goals – See #4, 5, 9</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>Readers</i> 31-48, 55,</p>
ELA1W1d	Prints with appropriate spacing between words and sentences.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 152, 164, 170, 176</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8 and 10 in <i>each Reader</i></p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1e	Writes in complete sentences with correct subject-verb agreement.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages for edits – 129, 135, 153, 225  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each</i> Reader 31-60</p>
ELA1W1f	Uses nouns (singular and plural) correctly.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages for edits – 129, 135, 153, 225  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each</i> Reader 31-60</p>
ELA1W1g	Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b>  Pages for edits – 129, 135, 153, 225  Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b>  Pages 8-15 in <i>each</i> Reader 31-60</p>



<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1h	Uses singular possessive pronouns.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 92, 104, 110, 116, 122, 128, 134,140, 146, 152, 158, 159, 164, 170, 172, 176, 178, 182, 188, 190, 194, 200, 202, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 326, 240</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 8-15 in <i>each Reader</i> 32, 34-60</p>
ELA1W1i	Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 116, 122,124, 128, 134, 140, 146, 152, 158, 159, 164, 170, 172, 176, 178, 182, 188, 190, 194, 200, 202, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 236, 240</p> <p><b><i>Dr. Cupp Readers and Journal Writers Part 2 Student Readers 31-60</i></b> Pages 8-15 in <i>each Reader</i> 36-60</p>
ELA1W1j	Begins to use common rules of spelling.	<p><b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 26, 75, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 152, 158, 159, 164, 170, 172, 176, 178, 182, 188, 190, 194, 200, 202, 204, 208, 210, 212, 214, 216, 220, 224, 228, 232, 236, 240</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1k	Begins to use a variety of resources (picture dictionaries, the Internet, books and strategies to gather information to write about a topic).	<b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages for Table of Contents – 166, 195 Pages for dictionary and research – 112, 148. 160, 195, 214 Online Lesson Plans provide additional information – <a href="http://www.cindycupp.com/SampleLessonPlans.htm">http://www.cindycupp.com/SampleLessonPlans.htm</a> .
ELA1W1l	Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).	<b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages for edits – 129, 135, 153, 225 Pages 24, 86, 92, 98, 104, 110, 116, 122, 124, 128, 134, 140, 146, 153
ELA1W1m	Uses commas in a series of items.	<b><i>Dr. Cupp Readers® and Journal Writers Part 2 Teacher’s Manual</i></b> Pages 212, 232, 236, 240

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts **State-Funded Course:** 23.00100 - 23.00200 Language Arts/K and First Grade  
**Textbook Title:** Ten Minute Phonics – Intervention/Supplemental Phonics Kit for students on a K to 1<sup>st</sup> grade level  
**Publisher:** Cupp Publishers, Inc.

*Note: This Intervention/Supplemental Phonics Kit is designed for those students having difficulty sounding out unknown words. If students need additional work in fluency, comprehension, or vocabulary, please see Dr. Cupp Readers and Journal Writers.*

**Kindergarten Georgia Performance Standards for Phonics**

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELAKR3 (Phonics)</b></p> <p>ELAKR3a</p>	<p><b>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:</b></p> <p>Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.</p>	<p><i><b>Ten Minute Phonics Teacher’s Manual</b></i>            Pages 6-127 – Each phonics lesson has a scripted lesson plan. The focus of these plans is to provide practice for students to learn the systematic relationship between print and the spoken sounds.</p> <p><i><b>Ten Minute Phonics Student Practice Book</b></i>            Page 6-133 – Students are provided 127 pages of practice</p> <p><i><b>The Word House Book</b></i>            Pages 58-59, 62-63</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELAKR3b	Recognizes and names all upper and lowercase letters of the alphabet.	<p><b><i>Ten Minute Phonics Teacher’s Manual-</i></b> Pages 6- 47 – The first 15 phonics lessons introduce all upper and lower case letters. The focus of these plans is to provide practice for students to learn the letter names and the sounds of the letters.</p> <p><b><i>Ten Minute Phonics Student Practice Book -</i></b> Pages 6- 47 – Students practice saying the names and sounds of the letters of the alphabet.</p> <p><b><i>The Word House Book</i></b> Pages 26- 52 and 58-59 – Students practice saying the upper and lowercase letters of the alphabet.</p> <p><b><i>Big AlphaMotion Cards and CD</i></b> Students practice singing and making the hand signs for all the upper and lower letters of the alphabet.</p> <p><b>Online Resources:</b> A variety of additional online resources relating to letter recognition and phonics is available at <a href="http://www.cindycupp.com/2006%20August%20Newsletter.htm">http://www.cindycupp.com/2006%20August%20Newsletter.htm</a></p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELAKR3c	Matches all consonant and short-vowel sounds to appropriate letters.	<p><b><i>Ten Minute Phonics Teacher’s Manual-</i></b> Pages 6-63 – Each of these 23 scripted phonics lesson plans provides practice for students to learn the consonant and vowel letter names and letter sounds.</p> <p>.</p> <p><b><i>Ten Minute Phonics Student Practice Book</i></b> Page 6 –63 These pages provide 23 phonics lessons that allow students the opportunity to practice consonant and vowel sounds. Students also practice blending words using these consonants and vowels.</p> <p><b>Online Resources:</b> A variety of additional online resources relating to letter recognition and phonics is available at <a href="http://www.cindycupp.com/2006%20August%20Newsletter.htm">http://www.cindycupp.com/2006%20August%20Newsletter.htm</a></p>
ELAKR3d	Blends individual sounds to read one-syllable decodable words.	<p><b><i>Ten Minute Phonics Teacher’s Manual-</i></b> Pages 6-127 – Each of these 60 scripted phonics lesson plans provides practice for students to learn how to blend one-syllable words.</p> <p>.</p> <p><b><i>Ten Minute Phonics Student Practice Book</i></b> Page 6 –133 These pages provide 60 phonics lessons that allow students the opportunity to practice blending words using these consonants and vowels.</p>
ELAKR3e	Applies learned phonics skills when reading words and sentences in stories.	<p><b><i>Ten Minute Phonics Teacher’s Manual-</i></b> When students reach Phonics Lesson 22, they will begin to transfer learned phonics skills when reading words and sentences in stories.</p>

**First grade Georgia Performance Standards for Phonics**

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<p><b>ELA1R3</b></p> <p>EKA1R3a</p>    <p>ELA1R3b</p>	<p><b>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:</b></p> <p>Automatically generates the sounds for all letters and letter patterns including long and short vowels.</p>    <p>Applies knowledge of letter-sound correspondence to decode new words</p>	<p><i><b>Ten Minute Phonics Teacher’s Manual</b></i>  Pages 6-93 – Students must pass the phonics assessments for all consonant sounds, short vowels and long vowels.</p> <p><i><b>Ten Minute Phonics Student Practice Book</b></i>  Page 78 - Assessment for all consonant sounds and <u>a</u> rimes.  Page 83 - Assessment for all short vowel sounds.  Page 86 - Assessment for short and long vowel sounds.</p> <p><i><b>Ten Minute Phonics Teacher’s Manual</b></i>  Pages – 6-127 Scripted lessons offering suggestions for teaching decoding.</p> <p><i><b>Ten Minute Phonics Student Practice Book</b></i>  Pages - 6-133 Students practice applying knowledge of letter-sound correspondence to decode new words. Total – 127 pages</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3c	Reads words containing consonant blends and digraphs.	<p><b><i>Ten Minute Phonics Teacher’s Manual</i></b> Pages 104 – 111 Five scripted phonics lessons teaching consonant blends and digraphs.</p> <p><b><i>Ten Minute Phonics Student Practice Book</i></b> Pages 100—109 Practice pages for students to sound out new words with consonant blends and digraphs.</p>
ELA1R3d	Reads words with inflectional endings.	<p><b><i>Ten Minute Phonics Student Practice Book</i></b> Pages 6-133 Lessons 1-30 consist of two pages with columns of words to sound out. 73% of these lessons have words with inflectional endings. Lessons 31 -60 have 100% of the lessons have words with inflectional endings.</p>
ELA1R3e	Reads compound words and contractions in grade appropriate texts.	<p><b><i>Ten Minute Phonics Student Practice Book</i></b> Pages 90-133 Lessons 39-60 provide students with numerous opportunities to sound out compound words. Students transfer these skills to reading in other texts. Ten Minute Phonics is designed to be used with students that only need practice in sounding out words.</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R3f	Reads words containing vowel digraphs and r-controlled vowels.	<p><b><i>Ten Minute Phonics Teacher’s Manual</i></b>  Pages – 107-112 Lesson 46-48 – Vowel digraphs  Pages 98-101 – Lessons 41-42 – R-controlled vowels</p> <p><b><i>Ten Minute Phonics Student Practice Book</i></b>  Page – 104-111 Students practice sounding out with vowel digraphs  Pages 94-101 Students practice sounding out with r-controlled vowels</p>
ELA1R3g	Uses spelling patterns to recognize words.	<p><b><i>Ten Minute Phonics Teacher’s Manual</i></b>  Pages – 6-127</p> <p><b><i>Ten Minute Phonics Student Practice Book</i></b>  Page 6-133 Students practice on 127 pages using spelling patterns</p>
ELA1R3h	Applies learned phonics skills when reading and writing words, sentences, and stories.	<p><b><i>Ten Minute Phonics Teacher’s Manual-</i></b>  When students reach Phonics Lesson 22, they will begin to transfer learned phonics skills when reading words and sentences in stories.</p>