



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

How to read the Pixie Standards Correlations

The Pixie Common Core Standards Correlations include information on how you and your students can use Pixie to meet your language arts standards. Since you can meet each standard in a variety of ways, next to each standard you will see columns for Pixie Activities, Pixie Tasks, and Pixie Lessons.

Pixie Activities

The Pixie Activities column lists pre-made activities you can access through the Open button Pixie. Most Pixie activities are part of the content subscription included in Pixie maintenance agreements.

You can also find some of these activities on the Trading Post:

tradingpost.tech4learning.com

Pixie Tasks

The Pixie Tasks are suggestions for projects that correspond to work you are already doing in the classroom. The Pixie Task describes ways you can use Pixie to foster student learning of this standard.

Pixie Lessons

The Pixie Lessons are multi-level Pixie lessons that include a step-by-step process for teachers and students. There are downloadable templates and examples, direct links to relevant Pixie Snacks and Recipes, and correlations to national technology and curriculum standards. You can find these lessons online at:

www.recipes4success.com



Kindergarten

Reading Standards for Literature

Key Ideas and Details

2. Retell familiar stories.

Students create a podcast which retells their favorite story. Students use stickers, paint tools, and the record button to narrate the story. Students share their stories with others.

Integration of Knowledge and Ideas

9. Compare and contrast the adventures of characters in familiar stories.

Main Character Comparison

Students use the Venn Diagram to compare and contrast characters from a similar story like Cinderella. Student use the paint tools for illustration.

Reading Standards for Informational Text

Key Ideas and Details

2. Identify the main topic and main ideas of a text.

Main Idea

Students create a poster which illustrates key details and main ideas from the story. Students use the paint tools to illustrate the story.

3. With prompting and support, describe the connection between two events or ideas in a text.

Students use the record button to describe the connection between two events. Students use the paint tools to illustrate.

Integration of Knowledge and Ideas

8. With prompting and support, recognize cause-and-effect relationships in a text.

Cause and Effect



Integration of Knowledge and Ideas: (continued)

9. With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).

Students use the Venn Diagram to compare similar content and they differ based on illustrations and descriptions.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

c. Understand that words are separated by spaces in print.

Students use the text tool to type an original story using the space bar between each word.

d. Recognize and name all upper- and lowercase letters of the alphabet.

Match Case 1, Match Case 2

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and phonemes.

a. Recite and produce rhyming words.

Rhyme1, Rhyme2, Rhyme3, Rhyme4

b. Count, pronounce, blend, and segment syllables in spoken words.

Syllables1, Syllables 2

e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Vowel Sounds1, Vowels Sounds2



Phonological Awareness: (continued)

f. Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., /at/ → /sat/ → /mat/ → /map/).

Word Families

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

b. Associate the long and short sounds with the graphemes for the five major vowels.

Vowel Sounds

Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is . . .).

All About Me

Students use the paint tools and record button to illustrate and describe a story they are reading.

2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.

Students use the paint tools and the record button to illustrate and describe important community helpers.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.

Students use the paint tools and the record button to illustrate and describe their vacation.

Production and Distribution of Writing

5. With guidance and support from adults, add details to strengthen writing as needed through revision.

Students use the Spell Check to check their spelling.



Research to Build Knowledge

8. Gather information from experiences or provided text sources to answer a specific question.

Students include pictures from Pics4Learning as part of their podcast.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Students create a short video about their family. Students use the paint tools and the record button for narration.

Language Standards

Conventions in Writing and Speaking

1. Observe conventions of grammar and usage.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.

Plural Nouns

e. Produce and expand complete sentences in shared language and writing activities.

ABC- It's Easy as 1, 2, 3, All About Me

2. Observe conventions of capitalization, punctuation, and spelling.

ABC- It's Easy as 1, 2, 3, All About Me

a. Capitalize the first word in a sentence and the pronoun I.

ABC- It's Easy as 1, 2, 3, All About Me

4. Determine word meanings (based on kindergarten reading).

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Sort by Color, Sort by Shape, Sorting, Valentine Candy, Sort the Shapes



Grade 1

Reading Standards for Literature

Key Ideas and Details

2. Retell stories, demonstrating understanding of the central message or lesson.

Students choose the medium in which they would like to re-tell their story. Student create a comic strip, poster, video or web site which re-tells the story. Students use the stickers, paint tools and text to re-tell the story.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Students create trading cards which illustrate feelings. Students illustrate the feeling using the paint tools and stickers.

Integration of Knowledge and Ideas

7. Use pictures, illustrations, and details in a story to describe characters, events, or settings.

Parts of a Story

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Students use the Venn Diagram template to compare the similarities and difference between the US version of "Cinderella" with the Chinese version "Yeh Shen."

Key Ideas and Details

2. Identify the main topic, main ideas, and key details of a text.

Parts of a Story



Key Ideas and Details: (continued)

3. Describe the connection between two key events or ideas in a text.

Students use the record button to describe the connection between events. Students use the paint tools and stickers to illustrate. Students publish the project to share with others.

Craft and Structure

5. Describe how a text groups information into general categories (e.g., cows, pigs, and horses are farm animals).

Farm Animals

Integration of Knowledge and Ideas

8. Identify cause-and-effect relationships in a text.

Cause and Effect

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and phonemes.

Syllables1, Syllables2

d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).

Syllables1

Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.



Phonics and Word Recognition: (continued)

b. Decode regularly spelled one-syllable words (e.g., lock, much, see, rain, slide, bake, bring).

Students create trading card of regularly spelled words. Students use the paint tools and stickers. Students share their trading cards with other students.

Writing Standards

Text Types and Purposes

1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.

Students create video which states their opinion about a topic or a book they reading. Students use the paint tools, sticker and the record button to create the video.

2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.

Important People In your Neighborhood, And the Moral of the Story Is

3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.

Important People In your Neighborhood, And the Moral of the Story Is

Production and Distribution of Writing

5. With guidance and support from adults, add details to strengthen writing as needed through revision.

Students use the spell check to check their spelling.

Research to Build Knowledge

7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).

Students choose a medium in Pixie to create their research project. Students may create a video/podcast, poster, comic, trading card or web site.



Phonics and Word Recognition: (continued)

8. Gather information from experiences or provided text sources to answer a specific question.

Students use Pics4Learning to add pictures to their research project.

Speaking and Listening

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Students create a podcast which describes their favorite place to visit. Students use the paint tool, stickers and the record button to create the podcast.

6. Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.

Important People In Your Neighborhood, And the Moral of the Story Is

Language Standards

Conventions in Writing and Speaking

1. Observe conventions of grammar and usage.

b. Use singular and plural nouns with matching verbs in simple sentences (e.g., He hops; We hop).

Plural Nouns

Students create a dictionary of singular and plural nouns. Students use stickers, paint tools and text to create the dictionary.

c. Use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my; they, them, their).

Possessive Pronouns

d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Past Tense Verbs



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Conventions in Writing and Speaking: (continued)

e. Understand and use frequently occurring prepositions in English (e.g., during, beyond, toward).

Preposition-Direction

f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

Types of Sentences

2. Observe conventions of capitalization, punctuation, and spelling.

Important People in Your Neighborhood, And the Moral of the Story Is

a. Capitalize names, places, and dates.

Proper Nouns

d. Use conventional spelling for words with common spelling patterns and for common irregular words.

Important People in Your Neighborhood, And the Moral of the Story Is

f. Form new words through addition, deletion, and substitution of sound and letters (e.g., an → man → mat → mast → must → rust → crust).

Word Families

Vocabulary Acquisition and Use

4. Determine word meanings (based on grade 1 reading).

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Word Sort

d. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Students create a dictionary of words defining the words using adjectives which describe the category of words. Students use the paint tools, stickers and text to create the dictionary.



Vocabulary Acquisition and Use: (continued)

e. Demonstrate understanding of the concept of multiple-meaning words (e.g., match, kind, play) by identifying meanings of some grade-appropriate examples of such words.

Homographs

5. Understand word relationships.

b. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings.

Students create a comic strip which illustrates the meaning of verbs and adjectives. Students use the text tool, stickers and paint tools to create the comic strip.

6. Use newly learned words acquired through conversations, reading, and responding to texts.

Important People in Your Neighborhood, And the Moral of the Story Is



Grade 2

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and events in a text.

5 W's

2. Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.

Students create short videos which illustrate important lessons and morals. Students share their videos as podcasts with others. Students use the paint tools, stickers, text tool and the record button to narrate the moral or lesson.

And The Moral of the Story Is

Craft and Structure

5. Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.

Story Web

6. Distinguish between characters by speaking in a different voice for each character when reading aloud.

Students use the record button to narrate their story. Students use different intonation and inflection for different characters in their story.

Integration of Knowledge and Ideas

9. Compare and contrast characters or events from different stories addressing similar themes.

Students use the Venn Diagram template to compare characters or events from different stories addressing similar themes.



Reading Standards for Informational Text

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key information and events in a text.

5 W's

2. Identify the main focus of a multiparagraph text as well as that of specific paragraphs within the text.

Students use the web template to identify the main idea of the text they are reading. Students may also add supporting details to the main idea.

3. Describe the connection between two or more historical events or scientific concepts in a text.

Students create a short video which illustrates the connection between an event within a piece of literature and a historical event.

Craft and Structure

4. Learn and determine the meanings of words and phrases encountered in text relevant to a grade 2 topic or subject area.

Students create an electronic dictionary of words from the text they are reading. Students share the dictionary with others. Students use the text tool, stickers, paint tool and the record button to narrate the meanings of the words.

6. Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.

Author's Message

Integration of Knowledge and Ideas

8. Describe how specific causes link key events or ideas together in a text.

Students use the storyboard template to illustrate key events in a piece of text and describe how these events are linked.



Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode regularly spelled two-syllable words with long vowels (e.g., surprise, remain, needle, baby, paper).

Syllables1, Syllables2

d. Decode words with common prefixes and suffixes (e.g., unhappy, carefully, goodness, unbutton).

Prefixes, Suffixes

Writing Standards

Text Types and Purposes

1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., because, and, also), and provide a sense of closure.

Students choose a topic which they feel passionately about. Students choose the medium in which they want to present their opinion (poster, video, web site, or comic strip). Students share their opinion with others. Students use the Pixie tools to create their presentation.

2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.

And the Moral of the Story Is, Ocean Expeditions with Jacques Cousteau

3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.

And the Moral of the Story Is, Ocean Expeditions with Jacques Cousteau



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Production and Distribution of Writing

5. With guidance from adults, strengthen writing as needed by revising and editing.

Students use the Spell Check to check their spelling.

6. With guidance from adults, use technology to produce writing.

And the Moral of the Story Is, Ocean Expeditions with Jacques Cousteau

Research to Build Knowledge

7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).

Students create multimedia projects in Pixie as a response to research.

8. Gather information from experiences or provided text sources to answer a specific question.

Students use Pics4Learning to including important pictures in their research project.

Speaking and Listening

Comprehension and Collaboration

2. Retell key details or ideas presented orally or through media.

Students re-tell ideas or information through creating a multimedia presentation. (i.e. podcasts, web site, comic strip or poster).

Presentation of Knowledge and Ideas

4. Recount stories or experiences with appropriate facts and, descriptive details.

Students use descriptive language to re-tell an important event. Students publish their work to share with others. Students use the paint tools, stickers and the record button to recount the event.



Presentation of Knowledge and Ideas: (continued)

6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns.

And the Moral of the Story Is, Ocean Expedition with Jacques Cousteau

Language Standards

Conventions in Writing and Speaking

1. Observe conventions of grammar and usage.

a. Form common irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Students create trading cards which demonstrate irregular plural nouns. Students use the stickers, paint tools and text to create the trading cards.

c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.

Types of Sentences

2. Observe conventions of capitalization, punctuation, and spelling.

And the Moral of the Story Is, Ocean Expedition with Jacques Cousteau

a. Capitalize holidays, product names, geographic names, and important words in titles.

Proper Nouns

b. Use commas in greetings and closings of letters.

Students use the letter template to write letter.

c. Use apostrophes to form contractions and common possessives.

Contractions

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Students use the spell check to check their spelling.



Vocabulary Acquisition and Use

4. Determine word meanings (based on grade 2 reading).

b. Explain the meaning of grade-appropriate compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Compound Words

d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Prefixes

5. Understand word relationships.

b. Distinguish shades of meaning among related verbs(e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny, scrawny).

Describe It

6. Use newly learned words acquired through conversations, reading, and responding to texts.

And the Moral of the Story Is, Ocean Expedition with Jacques Cousteau



Grade 3

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Diagram the Plot, Book Review

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Begin and End Book, Book Review

Students create a retelling of a story read to them in class using the record feature and illustration tools.

Fairy Tales, Past and Present

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Character Description

Students create a character description book outlining the characteristics of the character.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Vocabulary, Vocabulary - Frayer Model

Students create a vocabulary journal of words that come up in the story they are reading.

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Begin and End Book, Main Idea, Book Cover, Response to Literature

Students create a journal of poems describing how each part of the poem builds on the others.

6. Distinguish their own point of view from that of the narrator or those of the characters.

Students create a book review sharing their point of view in response to the actions of characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Students create an original narrative focusing on the elements of a story.



Integration of Knowledge and Ideas: (continued)

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Students create a book comparing and contrasting two stories read in class using the text feature and illustration tools.

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Story Web, Main Idea

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Main Idea

Students elaborate on the Main Idea activity to include multiple pages covering each aspect of the main idea supporting their reasoning with illustrations and text.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Timeline, Lab Report, Inquiry

Students elaborate on the Timeline activity to include additional details about events with illustrations to support.

Magical Metamorphosis

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Vocabulary, Vocabulary - Frayer Model

Students create a vocabulary journal of unfamiliar words.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

5 W's

Students expand the 5 W's activity to include additional pages for each W.



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Integration of Knowledge and Ideas: (continued)

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Venn Diagram

Students expand the Venn Diagram activity to include additional information using the text tool or record feature.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Students record their voice narrating the multiple syllables of words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Students use the record feature to narrate original stories or to document their fluency over a course of time.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Through Their Eyes: Perspectives on Slavery

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Burger Writing

Students write a script for a public service announcement on a chosen topic and create a movie using text, narration, and illustrations to support their ideas.

Take a Planetary Tour

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Burger Writing

Students create an original narrative and publish their work as a movie or electronic book.

Ocean Expedition, Rock Art Stories



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.

Native American Blocks, Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Map It!

Speaking and Listening Standards

Comprehension and Collaboration

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Main Idea

Students elaborate on the Main Idea activity to include multiple pages covering each aspect of the main idea supporting their reasoning with illustrations and text.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Book

Students create an original narrative and publish their work as a movie.

Native American Blocks, Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Map It!

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Students use the record feature to narrate their original stories and support their narration with illustrations.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Describe It, Parts of Speech, Prepositions, Pronouns



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Vocabulary

Students create a vocabulary journal on academic vocabulary for various subjects.

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Idiom

Students create a idiom dictionary supporting each with narration and illustrations.



Grade 4

Reading Standards for Literature

Key Ideas and Details

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Reading Response Journal

Students create a booklet summarizing a story read in class.

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Reading Response Journal, Diagram the Plot Book, Character Description

Students create a digital scrapbook for a character in a novel they are reading.

Faster Than A Speeding Bullet

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Vocabulary, Vocabulary - Frayer Model

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Students create an informational video explaining a particular structure of text.

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Students retell a story read to them in class using the opposite form of narration (i.e. change first person to third person).

Through Their Eyes: Perspectives on Slavery

Integration of Knowledge and Ideas

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Venn Diagram

Students work in pairs to compare and contrast a topic of choice creating a video of their discussion supported by illustrations.



Reading Standards for Informational Text

Key Ideas and Details

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Main Idea

Students create a Main Idea book by adding pages to the activity and expand the information.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Timeline, Inquiry, Scientific Investigation

Students create a video on a historical topic explaining how the outcome came to be or a science experiment.

Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Take a Tour of a Biome

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Vocabulary, Vocabulary - Frayer Model

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Main Idea, Venn Diagram, Storyboard, 5 W's

Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Take a Tour of a Biome

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Students interview two different people on the same topic or event and create a video of their findings.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Students create a word journal breaking words into syllables and parts. They can extend their journal to narrating each word and its sounds.



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Students create a fluency journal throughout the year and illustrate their best narrations.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Burger Writing

Students create a Public Service Announcement for a topic of choice.

Persuasive Presidential Writing, Through Their Eyes: Perspectives on Slavery

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Burger Writing

Students create a how-to video on a topic of choice.

Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Take a Tour of a Biome

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students create original stories by illustrating and recording a script they have written.

Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Take a Tour of a Biome

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Graphic Organizers

Students create a presentation on a research topic and publish it as HTML to share as an oral presentation.

Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Take a Tour of a Biome

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Graphic Organizers

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Persuasive Presidential Writing



Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

Students can use the real-time collaboration feature in Pixie to work on the same project.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Main Idea

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Graphic Organizers

Students create an original narrative and record their voice supported by illustrations then publish it as a video.

Ocean Expedition, Rock Art Stories, Take a Planetary Tour, Take a Tour of a Biome

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Students use the record feature and paint tools.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Adverbs, Prepositions

Students create a visual aide for understanding sentence structure.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students create a visual aide for understanding sentence structure.



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students create a visual aide for understanding sentence structure.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Vocabulary, Vocabulary - Frayer Model, Vocabulary Trading Card

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Students create an idiom dictionary.



Grade 5

Reading Standards for Literature

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Students create a works cited page to the end of their project.

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students create a digital scrapbook for a character in a story they are reading.

Fairy Tales, Past & Present

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Venn Diagram, Character Description

Students extend the Character Description activity to include an interview of multiple characters from a story on an event they are all involved.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Vocabulary, Vocabulary - Frayer Model, Vocabulary Trading Card

Students create a vocabulary journal for a story they are reading of all the unfamiliar words they encounter.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Begin and End Book

Students create an informative video on the elements of poetry.

6. Describe how a narrator’s or speaker’s point of view influences how events are described.

Students create a video as if they are interviewing the narrator/ speaker of a story.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Students analyze a piece of media and create an informative presentation on how it changes the meaning of the text they are reading.



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Integration of Knowledge and Ideas: (continued)

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Venn Diagram

Students work in pairs to create a movie comparing the stories they are reading in the same genre.

Fairy Tales, Past & Present

Reading Standards for Informational Text

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Students create a works cited page to the end of their project.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Main Idea, Response to Literature

Students create a video analyzing the main ideas of a story and the key details that support with illustrations.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Timeline, Lab Report, Scientific Investigation, Your Investigation

Students create an presentation on a chosen topic.

Ocean Expedition, Through Their Eyes: Perspectives on Slavery

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Vocabulary, Vocabulary - Frayer Model, Vocabulary Trading Card

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Venn Diagram



Integration of Knowledge and Ideas

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Storyboard, Flowchart

Reading Standards for Foundational Skills

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Students create a running record of their fluency each month by recording their voice and supporting their narration with illustrations.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Burger Writing

Students create a persuasive video on a topic of choice.

Not Your Average Portfolio, Through Their Eyes: Perspectives on Slavery

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Burger Writing, Flowchart, Fact or Opinion, Web Organizer, Ways of Thinking

Students create a public service announcement on a topic of choice.

Ocean Expedition, Take a Planetary Tour, Take a Tour of a Biome, Create Your School Lunch Menu

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Burger Writing, Flowchart, Fact or Opinion, Web Organizer, Ways of Thinking

Students create an original script and turn it into a video supported by narration and illustration.

Faster Than a Speeding Bullet

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Burger Writing, Flowchart, Fact or Opinion, Web Organizer, Ways of Thinking

Students create a how-to video.



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Burger Writing, Flowchart, Fact or Opinion, Web Organizer, Ways of Thinking

Students create a presentation on a chosen topic using the text tool and more.

Ocean Expedition, Take a Planetary Tour, Take a Tour of a Biome, Create Your School Lunch Menu

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Students use the collaboration feature to work on a project.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students record their summary of a written text supported by illustrations.

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students support their claim by making a presentation supporting their evidence with facts and illustrations.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Burger Writing, Flowchart, Fact or Opinion, Web Organizer, Ways of Thinking, Storyboard

Students create a video on a chosen topic.

Ocean Expedition, Take a Planetary Tour, Take a Tour of a Biome, Create Your School Lunch Menu

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Students add sound and illustrations to their presentations to enhance their idea.