

North Caldwell Public Schools
English Language Arts
Curriculum Grades K-6



Board Approval:
July 17, 2018

New Jersey Student Learning Standards

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Rationale

Today's students are preparing for a demanding world. The NJ Student Learning Standards are designed to develop the critical-thinking, problem-solving and analytical skills students will need to be successful. Real-world learning goals have been created to prepare students for college, career and life. These educational standards are the learning goals for what students should know and be able to do at each grade level.

The North Caldwell School District's English Language Arts curriculum was developed in alignment with the NJSLs. Grade level expectations are clearly outlined providing a level of progression and continuity from one grade level to the next. Moreover, the English Language Arts curriculum encourages the integration of technology and interdisciplinary connections.

Vision

The North Caldwell Public Schools "balanced literacy" approach relies on the belief that all students will exhibit literacy proficiency. Furthermore, our methods throughout this approach support a love of reading and writing through authentic experiences in the classroom and at home.

Balanced literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. Balanced literacy combines phonological awareness, phonemic awareness, word study, vocabulary and reading comprehension.

The reading, writing, speaking and listening portions involve modeled, guided, shared, and independent practice through daily lessons using the gradual release method. With this "I do, we do, you do" approach, students benefit from experiencing a new concept with the help of their teachers and peers before practicing independently. By scaffolding instruction in this way, the teacher can work with each student individually to identify their abilities and bring them to a deeper level of understanding.

Interdisciplinary Connections

Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representation, and power of language inherent in the work of scholars and experts.

Each grade level's units of study alternate between fiction and non-fiction. The non-fiction units support the science and social studies standards for that grade level. Students are exposed to other subject areas through their literacy experiences.

Science, social studies, and language arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration.

Integration of Technology Standards

In this ever-changing digital world our students must be able to use technology to live, solve problems and continue to learn throughout their lives. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. Technology supports all curricular areas and multiple levels of mastery for all students.

Integration of 21st Century Life and Career Skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Integration of 21st Century Skills through NJSL 9

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think

unconventionally and use their imaginations. As the state of New Jersey works to transform public education to meet the needs of a changing world and the demands of the 21st century global economy the standards are capitalizing on the unique ability of literature to foster and enhance critical thinking in our students,

Standards:

The 12 Career Ready Practices outline the skills that all individuals require in order to be adaptable, reflective and productive in their life and career. These practices are essential to ensuring career readiness.

Standard 9.1: Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulling, financially secure and successful lives and careers.

Standard 9.2: Career Awareness, Exploration and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning and career requirements.

Standard 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a Career and Technical Education.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work and financial goals. By integrating Standard 9 into instruction, students in New Jersey will acquire the necessary academic and life skills to achieve individual success, as well as contribute to the success of our society.

Differentiation: accommodations and modifications for students

For students with IEP and 504:

(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Use multisensory instruction
- Restate, reread, and clarify directions/questions

Modifications for Homework and Assignments

- Provide extended time to complete assignments
- Break down assignments and provide due dates for each section
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

For Gifted and Talented Students:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data for discussion.
- Use Higher-Level Questioning Techniques (DOK wheel)
- Provide assessments at a higher level of thinking

For students who are English Language Learners:**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
- Pre-teach subject area content vocabulary prior to lesson implementation

Modifications for Homework/Assignments

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Language Arts Alignment to the Core State Standards

Language Arts is an integrated subject in which topics and lessons should be continually re-visited and adjusted as needed throughout the year. The following chart is a guide to when each standard could be addressed and/or introduced. The monthly timeline is flexible; however, all standards must be completed by the end of the school year.

KINDERGARTEN - CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
READING	RLK.1, RIK.1 -Ask and answer questions about key details in a text. RIK.5 -Identify the front cover back cover and title page of a book. RLK.10, RIK.10 -Engage in group reading activities with purpose and understanding. RFK.1d -Recognize and name all uppercase letters of the alphabet. RFK.2c Blend and segment onsets and rimes of single-syllable spoken words. RFK.3a Identify, produce and demonstrate the primary sound of consonant letters. RFK.3b -Associate long and short sounds with common spellings for 1 out of 5 vowels. RFK.3c Identify High Frequency words. RFK.4 Read emergent reader text with purpose and understanding.	RLK.5 -Recognize common types of text-e.g. story books, poems. RLK.2, -Retell familiar stories including key details. RIK.2 -identify main topics and retell key details of a text. RFK.2d -Isolate and pronounce the initial, medial vowel, and final sound in CVC words. RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 2 out of 5 vowels. RFK.3c -Read common High Frequency Words by sight.	RIK.3 -Describe connection between 2 individual's events, ideas or pieces of information in a text. RLK.3, -Identify characters setting and major events in a story. RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.2a -Recognize and produce rhyming words. RFK.2e -Add or substitute individual sounds in simple one syllable words to make new words. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 3 out of 5 vowels. RFK.3c	RLK.4, RIK.4 -Ask and answer questions about unknown words in a text. RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.2b -Blending and segmenting syllables in spoken word. RFK.2e -Add or substitute individual sounds in simple one syllable words to make new words. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 4 out of 5 vowels. RFK.3c -Read common High Frequency words by sight.	RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.2b -Count, pronounce, blend and segment syllables in spoken word. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 5 out of 5 vowels. RFK.3c -Read common High Frequency words by sight.

			-Read common High Frequency words by sight.		
WRITING	WK.1 -Use drawing, dictating and writing to compose opinion pieces that tell reader topic or name of book and state an opinion about topic/book. Eg-My favorite book is...	WK.2 -Use drawing, dictating and writing to compose informative/explanatory text. (eg name what they are writing about and supply information about topic)	WK.3 -Use drawing, dictating and writing to narrate a single event, tell about event in order, and provide a reaction to what happened.	WK.5 -Respond to question from peers and add detail to strengthen writing as needed.	WK.6 -Explore a variety of digital tools to produce and publish writing.
LANGUAGE	LK.1a -Print uppercase and lowercase letters. LK.1b -use nouns and verbs. LK.1c -Form regular plural nouns orally by adding s or es. LK.1d -Understand and use question words-who what where when why how etc.	LK.1a -Print uppercase and lowercase letters. LK.1b -use nouns and verbs. LK.1c -Form regular plural nouns orally by adding s or es. LK.1d -Understand and use question words-who what where when why how etc.	Lk2.a -Capitalize the first word in a sentence and the word I. Lk2.b -Recognize and name end punctuation.	Lk2.c -Write a letter or letters for most consonant and short vowel sounds-phonemes. Lk2.d -Spell simple words phonetically. LK.1f -Produce and expand complete sentences in shared language activities.	LK.1e -Use common prepositions- (e.g. to, from, in, out, on, off, for, of, and by.)
SPEAKING AND LISTENING	SLK.1 -Participate in collaborative conversations about topics and texts with adults and peers in small and large groups. SLK 1a Follow rules for discussion SLK 1b Continue conversation through multiple exchanges.	SLK.2 -Confirm understanding of a text read aloud or information presented orally by asking and answering questions about details and requesting clarification if something is not understood.	SLK.3 -Ask and answer questions from a speaker in order to seek help, get information or clarify information.	SLK.4 -Describe familiar people, places, things, and events, speaking clearly at an understandable pace.	SLK.5 -Add drawing to description as desired to provide additional detail.

SKILLS	FEB	MAR	APR	MAY	JUNE
READING	RLK.6, RIK.6 -Name, author, and illustrator and define the role of each.	RLK.7, RIK.7 -Describe the relationship between the illustrations and the story/text in which they appear.	RIK.8 -Identify the reasons an author gives to support points in text.	RLK.9 - With prompt and support compare and contrast the adventures and experiences of characters in familiar	RIK.9 -With prompting and support identify similarities in and differences between 2 texts on same topic.

READING (Cont')				stories.(text to comparisons)	RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3c Identify High Frequency words. RFK.3d Distinguish between similarly spelled words by identifying the sounds of letters that differ.
WRITING	WK.7 -Participate in shared research and writing projects. e.g.-explore books by favorite author and express opinions about them.	WK.8 -Recall with support information from experiences or gather information from provided sources to answer a question.			
LANGUAGE	LK.4a -Identify new meanings for familiar words-(e.g. knowing duck is a bird and learning the verb to duck). LK.5a -Sort common objects into categories-e.g. shapes, foods etc. LK.5d -Distinguish or acct out shades of meaning among verbs describing the same general action- (e.g. walk, march, strut, prance)	LK.5b -Understand and identify antonyms.	LK.5c -Identify real life connections between words and their use- e.g. note places at school that are colorful	LK.4b -Using prefixes and suffixes as a clue to the meaning of an unknown word- e.g. ed, s, re, un, pre, ful, less	LK.6 -Use words and phrases acquired through conversations, reading and being read to.
SPEAKING AND LISTENING	SLK.6 -Speak audibly and express thoughts, feelings and ideas clearly.				

GRADE 1- LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L.1a -Print all upper and lowercase letters</p> <p>L1.2b -Use end punctuation for sentences-question marks</p> <p>L1.2e -Use letter sounds to write some words.</p> <p>L1.2a -capitalization of date and names of people.</p>	<p>L1.2b -Use end punctuation for sentences-question marks</p> <p>L1.2e -Use developmental spelling or phonics-based knowledge to spell independently, when necessary.</p> <p>L1.1b -Identify and use nouns- common, proper, possessive.</p>	<p>L.1.2b -Use end punctuation for sentences- exclamation point</p> <p>L1.1c -Identify singular and plural nouns.</p>	<p>L11.e -Identify Verbs-past, present, future</p> <p>L1.2c -Use comma in dates and to separate single words in a series.</p>	<p>L1.1f -Identify and use Adjectives</p> <p>L1.1d -Use personal possessive and indefinite pronouns- I, my, me , they, them, their, anyone, everything.</p>
WRITING	<p>W1.3 -Writing personal narratives in which two or more appropriately sequenced events are recounted including details, temporal words to signal order and closure.</p> <p>W1.5 -With guidance and support from teacher edit work through response to peer review and adding details.</p>	<p>W1.3</p> <p>W1.5</p>	<p>W1.2 -Write informative/explanatory texts that name a topic and provide facts and closure.</p> <p>W1.5</p>	<p>W1.2 -Write informative/explanatory texts that name a topic and provide, facts and closure.</p> <p>W1.5</p>	<p>W1.1 -Write opinion pieces introducing topic or name of book, state an opinion and supply a reason for opinion and provide sense of closure.</p> <p>W1.5</p>
READING	<p>RF1.4a. Read on level text with purpose and understanding</p> <p>RF1.4b. Read on level text orally with accuracy, rate, and expression</p> <p>RF1.4c. Use context to confirm or self correct word recognition, and understanding re-reading as necessary.</p> <p>R1.1 -Ask and answer questions about key details in a text.</p> <p>RL1.7,RI1.7 -Use illustrations and details in text and story to describe</p>	<p>RF1.4abc</p> <p>RL1.1, RI1.1 -Ask and answer questions about key details in a text.</p> <p>RL1.3 -Describe character, settings, and major events in a story using key details.</p> <p>RF1.3b -Decode regularly spelled short one syllable words.</p> <p>RF1.3g - Recognize and read grade appropriate irregularly spelled words.</p>	<p>RF1.4abc</p> <p>RL1.5 -Explain differences between books that tell stories and books that give information.</p> <p>RI1.10 -With prompting and support read informational texts</p> <p>RF1.3g - Recognize and read grade appropriate irregularly spelled words.</p> <p>RF1.3a -Spell sound</p>	<p>RF1.4abc</p> <p>RL1.6 -Identify who is telling the story at various points in a text</p> <p>RF1.2d -Segment single syllable words into component sounds.</p> <p>RF1.3g - Recognize and read grade appropriate irregularly spelled words.</p>	<p>RF1.4abc</p> <p>RL1.2, RI1.2 -Identify main topic and retell key details of a text.</p> <p>-Demonstrate understanding of central message or lesson.</p> <p>RF1.2a -Distinguish between short and long vowel sounds in one syllable words.</p> <p>RF1.3c -final e, common vowel team conventions.</p> <p>RF1.3g - Recognize and read grade appropriate</p>

READING (Cont')	<p>main ideas, characters, setting, or events. RF1.1a Spelling sound correspondence for consonant digraphs (e.g. Sh, th, wh, ch)</p> <p>RF1.3a -Review of consonants and sounds. RF1.3g Recognize and read grade appropriate irregularly spelled words.</p>		correspondence digraphs blends.		irregularly spelled words.
SPEAKING AND LISTENING	<p>SL1.1abc -Participate in collaborative conversations with peers and adults in small and large groups following rules for discussion, responding to comments of others, and asking clear questions.</p>	<p>SL1.2 -Ask and answer questions about details in text read aloud or information presented orally.</p>	<p>SL1.3 -Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SL1.4 -Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SL1.5 -Add drawings or other visual displays to descriptions when clarifying ideas, thoughts and feelings. SL1.6 -Produce and speak in complete sentences when appropriate to task and situation.</p>

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L1.1g -Use frequently occurring conjunctions-and, but, or, so, because</p>	<p>L1.1h -Use determiners (articles and demonstratives) L1.5a -Sort words into categories-colors, clothing etc</p>	<p>L1.1i -Identify and use prepositions (e.g.during, beyond, toward) L1.5b -Define words by category and by one or more key attribute (e.g. "a duck is a bird that swims")</p>	<p>L1.1j -Produce and expand complete simple and compound, declarative, interrogative, imperative and exclamatory sentences in response to prompts L.5c -Identify real life connections between words and their use-e.g. "note places at home that are cozy"</p>	<p>L1.4a -Use sentence level context clues to identify meaning of an unknown or multiple meaning words and phrase. L1.4b Use frequently occurring affixes as a clue to the meaning of a word. L1.4c Identify frequently occurring root words and their inflectional forms. (e.g. Looks, looked) L1.5d</p>

					<p>Distinguish shades of meaning among adjectives in intensity (large, gigantic) and verbs differing in manner-"look, peak, glance, stare"</p> <p>L1.6</p> <p>-use words and phrases acquired through conversations, reading and being read to including using frequently occurring conjunctions (e.g. because)</p>
WRITING	<p>W1.1</p> <p>-Write opinion pieces introducing topic or name of book stating an opinion, provide a reason for opinion and sense of closure.</p>	<p>W1.7</p> <p>-Participate in shared research and writing projects- how to books focusing on sequence of instructions.</p>	<p>W1.5</p> <p>-With guidance and support focus on a topic, respond to questions and suggestions from peers add details to strengthen writing.</p>	<p>W1.6</p> <p>-With guidance and support use a variety of digital tools to produce and publish writing.</p>	<p>W1.8</p> <p>-With guidance and support recall information from experiences or gather information from sources to answer a question.</p>
READING	<p>RF1.4abc</p> <p>RL1.9,RI1.9,RI1.3</p> <p>-Compare and contrast connections between individuals, events, ideas, differences in text, characters.</p> <p>RF1.3a</p> <p>-Decode and Encode Blends</p> <p>RF1.3f</p> <p>Decode Suffixes</p> <p>RF1.3g</p> <p>-Recognize and read grade appropriate irregularly spelled words.</p>	<p>RF1.4abc</p> <p>RI1.6</p> <p>-Distinguish between information provided by pictures and information provided by the words in the text.</p> <p>RF1.3d</p> <p>-Break multisyllable words into syllables using knowledge that every syllable needs a vowel sound.</p> <p>RF1.3e</p> <p>- Decode multisyllable words by breaking words into syllables.</p> <p>RF1.3g</p> <p>Recognize and read grade appropriate irregularly spelled words</p>	<p>RF1.4abc</p> <p>RL1.4</p> <p>-Identify words and phrases in stories and poems that suggest feelings or appeal to the senses</p> <p>RL1.10</p> <p>With prompting and support read appropriate prose and poetry.</p> <p>RF1.3f</p> <p>-Read words with inflectional suffixes e.g., ed, ing.</p> <p>RF1.3g</p> <p>Recognize and read grade appropriate irregularly spelled words</p>	<p>RF1.4abc</p> <p>RI1.4</p> <p>-Ask and answer questions to help determine the meaning of words in a text.</p> <p>RF1.3a</p> <p>-Spell Ending Blends</p> <p>RF1.3g</p> <p>Recognize and read grade appropriate irregularly spelled words</p>	<p>RF1.4abc</p> <p>RI1.5</p> <p>-Know and use text features, headings, table contents, glossaries, and electronic menus, icons to locate key facts or information in a text.</p> <p>RI1.8</p> <p>-Identify the reason an author gives to support points in a text.</p> <p>RF1.3f</p> <p>-Read words with plurals and suffixes es,ies</p> <p>RF1.3g</p> <p>Recognize and read grade appropriate irregularly spelled words</p>
SPEAKING AND LISTENING	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.

GRADE 2 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	L2.1abc -Use collective nouns -Use frequently occurring irregular nouns (e.g., feet, mice...) -Use reflexive pronouns (e.g., myself, ourselves) L2.2a -Capitalize proper nouns.	L2.1de -Use past tense of frequently occurring verbs (e.g., sat, hid, told) -Use and differentiate between adjectives and adverbs. L2.2b -Use commas in greetings and closing of letters.	L2.1f -Produce, expand and rearrange complete simple and complex sentences. (e.g., The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.) L2.2c -Use an apostrophe to form contractions and possessives. L2.2d -Generalize spelling patterns.	L2.2e -Use reference materials to check spellings	L2.3a -Compare formal and informal uses of English.
WRITING	W2.1 -Write opinion pieces introducing topic or name of book they are writing about, state an opinion, supply reasons that support the opinion using linking words and provide concluding statement or section.	W2.2 -Write informative/explanatory texts in which student names a topic, uses facts and definitions to develop points and provides a concluding statement.	W2.3 -Write narratives in which they recount well elaborated events or short sequence of events, include details to describe actions, thought, feelings, and provide closure. (e.g. use first, next, then, etc)	W2.5 With guidance and support focus on topic and strengthen writing by revising and editing.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peer
READING	RL2.1, RI2.1 -Ask and answer questions in a text (who, what, where, when and how). RF2.3a Distinguish and identify long and short vowels in regularly spelled one syllable words. RI2.4 Determine the meaning of words and phrases in a 2 nd grade level text.	RL2.2 -Recount stories including fables and folktales to determine central message lesson or moral. RI2.2 -Identify the main topic of a multi- paragraph text. RF2.3a -Distinguish and identify long and short vowels in regularly spelled words. RI2.4 Determine the meaning of	RL2.3 -Describe how characters in a story respond to major events and challenges. RI2.3 -Describe a connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RF2.3b Know spelling sound	RL2.4 -Describe how words and phrases (alliteration, rhymes etc.) supply rhythm and meaning in a story, poem or song. RI2.4 -Determine the meaning of words and phrases in a 2 nd grade level text. RF2.3b Know spelling sound correspondences for	RL2.5 -Describe the structure of a story. RI2.5 -Know and use various text features to locate facts or information. (e.g. Captions, bold print, icons, etc.) RF2.3c -Decode regularly spelled two-syllable words with long vowels. RI2.4 Determine the meaning of

		words and phrases in a 2 nd grade level text.	correspondences for common vowel teams. RI.2.4 Determine the meaning of words and phrases in a 2 nd grade level text.	common vowel teams.	words and phrases in a 2 nd grade level text.
SPEAKING AND LISTENING	SL.2.1abc -Participate in collaborative conversations with peers and adults in small and large groups following rules for discussion, responding to comments of others, and asking clear questions. SL.2.2 -Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.1abc SL.2.3 -Ask and answer questions about what a speaker says in order to clarify comprehension, gather information and deepen understanding.	SL.2.1abc SL.2.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly in coherent sentences	SL.2.1abc SL.2.5 -Create audio recordings and add drawings and video displays (e.g. recorded oral report)	SL.2.1abc SL.2.6 -Produce and speak in complete sentences when appropriate to task and situation.

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L2.4a -Use sentence level context as a meaning to a word or phrase.	L2.4b -Use prefixes to determine the meaning of a new word. L2.4c -Use a root word as a clue to the meaning of an unknown word with the same root.	L2.4d -Use the meaning of individual words to predict the meaning of a compound word.	L2.4e -Use print and digital, glossaries and dictionaries to clarify meanings of words. L2.6 -Use words and phrases acquired through conversations, reading and being read to including using adjectives and adverbs to describe.	L2.5a -Identify real life connections between words and their use (eg. describe foods that are spicy or juicy) L2.5b -Distinguish shades of meaning among closely related verbs and closely related adjectives.
WRITING	W2.7 -Participate in shared research and writing projects.	W2.8 -Recall information from experiences or gather information from sources to answer a question.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.	W2.7 -Participate in shared research and writing projects- reading books on a single topic to produce a report, science observations.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.

READING	<p>RL2.6 -Identify differences in the points of view of characters including reading in different voice for each character.</p> <p>RI2.6 -Identify the main purpose of text, include what the author wants to answer, explain or describe.</p> <p>RF2.3c -Decode regularly spelled two-syllable words with long vowels.</p>	<p>RL2.7, RI2.7 -Explain how images (illustrations, digital text, and print) contribute to understanding and clarifying a text and its story elements.</p> <p>RF2.3d -Decode words with common prefixes and suffixes.</p>	<p>RI2.8 -Describe how reasons support specific points an author makes in a text.</p> <p>RF2.3e -Identify words with inconsistent, but common spelling/sound correspondences</p>	<p>RL2.9, -Compare and contrast key points or versions of a story.</p> <p>RI2.9 Compare and contrast most important points presented by 2 texts on some topic.</p> <p>RF2.3e -Identify words with inconsistent but common spelling sound correspondences.</p>	<p>RL2.10,RI2.10 -Read and comprehend literature and informational text in a grade 2-3 level text completely and proficiently.(historical, scientific, technical, poetry and stories)</p> <p>RF2.3f -Recognize and read grade-appropriate, irregularly spelled words.</p>
SPEAKING AND LISTENING	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.

GRADE 3 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

*Many of the items begun in September and October continue throughout the year.

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L3.1i -Produce simple, compound, and complex sentences.</p> <p>L3.1h Use coordinating and subordinating conjunctions</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1a, -Explain function of nouns, pronouns, verbs, and adverbs in general and in particular sentences.</p> <p>L3.1b Form and use regular and irregular plural nouns</p> <p>L3.2b Use commas in addresses</p> <p>L3.2C -Use commas and quotation marks in dialogue</p> <p>L3.2d -Form and use possessives</p> <p>L3.2e Use conventional spelling for high frequency and studied words and for adding suffixes to base words</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1c Use abstract nouns. (e.g. childhood)</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W3.1d Provide a concluding statement or section.</p> <p>L3.1e Form and use the simple verb tenses (e.g. I walked; I walk; I will walk)</p> <p>L3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1d Form and use regular and irregular verbs.</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
WRITING	<p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W3.3a -Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>W3.2 -Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W3.2a -Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W3.2b</p>	<p>W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3)</p> <p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3)</p> <p>L3.1a Introduce the topic or text they are writing about, state an opinion, and create an</p>	<p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>WRITING (Cont')</p>	<p>W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.</p> <p>W3.3c -Use temporal words and phrases to signal event order.</p> <p>W3.3d -Provide a sense of closure</p> <p>W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W3.5 -Develop and Strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (grades 1-3)</p> <p>W3.6 -With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>-Develop the topic with facts, definitions, and details.</p> <p>W3.2c -Using linking words and phrases (e.g. also another and more, more, but) to connect ideas within categories of information.</p> <p>W3.2d Provide a concluding statement or section.</p> <p>W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3)</p> <p>W3.8 -Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>W3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W3.1b -Provide reasons that support the opinion.</p> <p>W3.1c -Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.</p> <p>W3.1d Provide a concluding statement or section.</p> <p>W3.10 Responding to works of literature through writing to demonstrate understanding of the text.</p>	<p>organizational structure that lists reasons.</p>	
	<p>RL3.10 <i>By the end of the year</i>, read and comprehends literature, including stories, dramas,</p>	<p>RF3.4c Use context to accurately read words with more than one pronunciation as well as</p>	<p>RI3.2, RI3.8, Distinguish cause/effect, and main idea/supporting details</p>	<p>RI3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>RL3.2 Recount stories, including fables, folktales, and myths from diverse</p>

READING	<p>and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI3.10 <i>By the end of the year</i>, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.</p> <p>RF3.4a -Read on-level text with purpose and understanding</p> <p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4a -Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF3.3b -Decode words with common Latin suffixes.</p> <p>RF3.3c Decode multisyllable words.</p> <p>RF3.4a Read on-level text with purpose and understanding.</p> <p>RF3.3d Read grade-appropriate irregularly spelled words.</p>	<p>using proper phrasing and inflection.</p> <p>RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.3a -Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF3.3b -Decode words with common Latin suffixes.</p> <p>RF3.3c Decode multisyllable words.</p> <p>RF3.4a Read on-level text with purpose and understanding.</p> <p>RF3.3d Read grade-appropriate irregularly spelled words.</p>	<p>in interpreting texts.</p> <p>RL3.9 Compare and contrast themes, settings, plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>RL3.1(Literature) RI3.1(Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF3.4a -Read on-level text with purpose and understanding</p>	<p>RL3.1(Literature) RI3.1(Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF3.4a -Read on-level text with purpose and understanding</p>	<p>cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF3.4a Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</p>
READING (Cont')	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>RI3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 3 topic/subject.</p> <p>Continue throughout year.</p> <p>RI 3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).</p>				

<p>SPEAKING AND LISTENING</p>	<p>SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL3.4 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.</p> <p>SL3.5 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.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>
<p>SPEAKING AND LISTENING (Cont')</p>	<p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>				

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L3.2f, Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.1b Form and use regular and irregular plural nouns.</p> <p>L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences</p>	<p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences</p> <p>L3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is modified.</p>	<p>L3.2e Use conventional spelling for high frequency and other studied words.</p> <p>L3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>L3.2f, Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>L3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>
WRITING	<p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W3.2a, Introduce a topic and group related information together; include illustrations when useful to aid comprehension</p> <p>W3.2b, Develop the topic with facts; definitions and details</p> <p>W3.2c Use linking words and phrases (e.g., also, another more, but) to connect idea within categories of information</p> <p>W3.2d</p>	<p>W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose according to classroom needs.</p>	<p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences</p> <p>W3.3a Establish a situation and introduce a narrator and /or character; organize an event sequence that unfold naturally</p> <p>W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>	<p>W3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>W3.7 Conduct short research projects that build knowledge about a topic.</p>

	Provide a concluding statement or section		response of characters to situations W3.3c Use temporal words and phrases to signal event order. W3.3d Provide a sense of disclosure		
READING	RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject – Continue throughout school year	RI3.3 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. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding	RL3.5 Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part build on earlier sections. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4a -Read on-level text with purpose and understanding RF3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI3.5 Use text features and search tools(e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RL3.7 Explain how specific aspects of a texts illustrations contribute to what conveyed by the words in a story (e.g. in books from a series). RF3.4a -Read on-level text with purpose and understanding	RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding
Speaking and Listening	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.

GRADE 4 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L4.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being(e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation). Continue throughout year.</p> <p>L4.1a Use relative pronouns(who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L4.1b Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.</p> <p>L4.1c Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>L4.1d Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).</p> <p>L4.1e Form and use prepositional phrases.</p> <p>L4.1f Produce complete sentences, recognizing and correcting inappropriate</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.2a Use correct capitalization. -Identify common and proper nouns L4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L4.3a Choose words and phrases to convey ideas precisely. L4.3b Choose punctuation for effect. L4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small – group discussion). L4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L4.5 Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.</p>	<p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L4.3a Choose words and phrases to convey ideas precisely. L4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word use prefixes to understand word meaning L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L4.2b Use commas and quotation marks to mark direct speech and quotations from a text. -Use quotations appropriately in dialogue</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

<p>LANGUAGE (Cont')</p>	<p>fragments and run-ons. L4.1g Correctly use frequently confused words (e.g., to, too, two; there, their). (Homophones) L4.2d Spell grade-appropriate words correctly, consulting references as needed. L4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Continue throughout year. L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Continue throughout year. L4.2a Use correct capitalization. L4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L4.2c</p>	<p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L4.5b Recognize and explain the meaning of common idioms, adages and proverbs. L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>			
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	<p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Continue throughout year.</p> <p>L4.4a Use context (e.g., definitions examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>				
WRITING	<p>W4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>W4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>W4.2a Introduce a topic clearly and group related information in paragraphs and sections;</p> <p>W4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>W4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single.</p> <p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W4.1d Provide reasons that are supported by facts and details.</p> <p>W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information,</p>		<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. -Develop independence by setting self-selected purposes and generating topics for writing.</p>

<p>WRITING (Cont')</p>			<p>and provide a list of sources.</p>		
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READING	<p>RF4.3 Know and apply grade level phonics and word analysis skills in decoding words. Continue throughout year.</p> <p>RF4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Continue throughout year.</p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject. Continue throughout year.</p> <p>RI4.5 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.</p> <p>RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI4.10 By the end of the year, read and comprehend informational texts, including</p>	<p>RF4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL4.1, RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RL4.9 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.</p> <p>RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p>	<p>RF4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Continue throughout year.</p>	<p>RL4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>RL4.4 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).</p> <p>RF4.4a Read on-level text with purpose and understanding. Continue throughout year.</p>
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<p>READING (Cont')</p>	<p>history/social/studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. which it appears.</p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension. Continue throughout year.</p> <p>RF4.4a Read on-level text with purpose and understanding. Continue throughout year.</p> <p>RF4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Continue throughout year.</p> <p>RF4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and author's writing styles. Continue throughout year.</p> <p>RL4.3</p>				
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<p>READING (Cont')</p>	<p>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). RL4.5 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, dialogues, stage directions) when writing or speaking about a text. Continue through year. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. Continue throughout year. RL4.9 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. Continue throughout year. RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI4.1</p>				
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READING (Cont')	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Continue throughout year. RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>				
SPEAKING AND LISTENING	<p>SL.4.1 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. SL.4.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.4.4 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.</p>	<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

<p>SPEAKING AND LISTENING (Cont')</p>	<p>discussion. SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL4.1c Pose and respond to specific questions to clarify or follow on information, and make comments that contribute to the discussion and link to the remarks of others. SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>				
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SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L4.1a Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why) L4.1b Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses. L4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions L4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) L4.1e Form and use prepositional phrases L4.1f Produce complete</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion.) L4.3b Choose punctuation for effect. L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.4 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.</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g</p>

	<p>sentences recognizing and correcting inappropriate fragments and run-ons</p> <p>L4.1g</p> <p>Correctly use frequently confused words (e.g., to, too, two, there, their)</p>				
WRITING	<p>W4.9, Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W4.9a Apply grade 4 Reading standards to literature (e.g., "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].")</p> <p>W4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>W4.1b Provide reasons that are supported by facts and details.</p> <p>W4.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>W4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
READING	<p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>RL4.2 Determine a theme of a</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>RL4.2 Determine a theme of a</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>RL4.2 Determine a theme of a</p>

			<p>story, drama, or poem from details in the text; summarize the text. RL4.3 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). RL4.4 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). RL4.5 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. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL4.7 Make connections between the text of a</p>	<p>story, drama, or poem from details in the text; summarize the text. RL4.3 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). RL4.4 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). RL4.5 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. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL4.7 Make connections between the text of a</p>	<p>story, drama, or poem from details in the text; summarize the text. RL4.3 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). RL4.4 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). RL4.5 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. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL4.7 Make connections between the text of a story or drama and a visual or oral presentation</p>
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			<p>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL4.9</p> <p>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.</p>	<p>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL4.9</p> <p>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.</p>	<p>of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL4.9</p> <p>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.</p>
<p>SPEAKING AND LISTENING</p>	<p>SL4.6</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>				

GRADE 5 LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Continue throughout year.</p> <p>L5.2a Use punctuation to separate items in a series.</p> <p>L5.2e Spell grade-appropriate words correctly, consulting references as needed. Continue throughout year.</p> <p>L5.6 Acquire and accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition). Continue throughout year.</p>	<p>L5. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1e Use correlative conjunctions (e.g. <i>either/or</i>, <i>neither/nor</i>).</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2b Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)</p> <p>L5.2e. Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other</p>	<p>L5. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1b Form and use the perfect tense (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>L5.2e Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal</p>	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2e Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including</p>	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1d Recognize and correct inappropriate shifts in verb tense</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2e. Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition</p>

		<p>W5.2 Logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
WRITING	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to</p>	<p>W5.2 Write informative /explanatory text to examine a topic and convey ideas and information clearly. W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). W5.2d Use precise language</p>	<p>W5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly. W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). W5.2d Use precise language and domain-specific vocabulary to information</p>

<p>WRITING (continued)</p>	<p>experiences or events. W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Apply throughout the year W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach *Apply throughout the year W 5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. *Apply throughout the year W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. *Apply throughout the year</p>	<p>experiences or events.</p>	<p>convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>and domain-specific vocabulary to information about or explain the topic. W5.2e Provide a concluding statement or section related to the information or explanation resented.</p>	<p>about or explain the topic. W5.2e Provide a concluding statement or section related to the information or explanation presented</p>
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READING Literature	<p>RL5.2 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.</p> <p>RL 5. 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).</p> <p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Continue throughout year.</p>	<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL5.2 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.</p>	<p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
READING Informational Text	<p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Continue throughout year.</p>	<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI 5.5 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.</p>	<p>RI 5.3 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 text.</p>



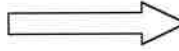
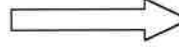
<p>READING Foundational Skills</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. a. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF3.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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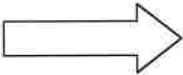
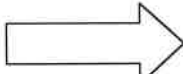
SPEAKING AND LISTENING	SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL 5.1 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. SL5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	SL 5.1 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. SL5.1c Pose and respond to specific questions by making comments that contribute to the discussion elaborate on the remarks of others.	SL 5.1 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. SL5.1a Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL 5.5 Include multimedia components (e.g., graphic, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
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SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.5c Use the relationship between particular words, (e.g., synonyms, antonyms, homographs) to better understand each of the words	L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to	L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L5.3b Compare and contrast the varieties of English (e.g. dialects, registers)	L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L5.4a	L5.6 Acquire and use accurately grade-appropriate general, academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). L5.6 Acquire and accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,

<p>LANGUAGE (continued)</p>	<p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition).</p>	<p>the meaning of the word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition).</p>	<p>used in stories, dramas, or poems.</p> <p>L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L5.4c Consult reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition).</p>	<p>Use context (e.g., cause/effect, relationships and comparisons in text) as a clue to the meaning of the word or phrase.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition).</p>	<p>moreover, in addition).</p>
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<p>WRITING</p>	<p>W5.2 Write informative /explanatory text to examine a topic and convey ideas and information clearly. W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). W5.2d Use precise language and domain-specific vocabulary to information about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). W5.9b Apply grade 5 Reading standards to show informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in text, identifying which reasons and evidence support which point[s]").</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Persuasive) W5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W5.1b Provide logically ordered reasons that are supported by facts and details. W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W5.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W5.1b Provide logically ordered reasons that are supported by facts and details. W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W5.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W5.1b Provide logically ordered reasons that are supported by facts and details. W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W5.1d Provide a concluding statement or section related to the opinion presented.</p>
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WRITING (continued)	W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Apply throughout the year				
	W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach *Apply throughout the year				
	W 5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. *Apply throughout the year				
	W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. *Apply throughout the year				

READING Literature	RL 5.7 Analyze how visual and multimedia elements contribute to the meanings, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
READING Informational Texts	RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to questions quickly or to solve a problem efficiently.	RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject SKILLS.		
READING Foundational Skills	RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> All RF skills carry over throughout the entire year.  			

	<p>RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>				
SPEAKING AND LISTENING	<p>SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL 5.4 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.</p>	<p>SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

GRADE 6 LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (apply throughout the year)</p> <p>L6.3 Use knowledge of language and its conventions when writing, speaking, reading and listening (apply throughout the year)</p> <p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L6.5 Demonstrate understanding of figurative language, word relationships</p> <p>L6.5a Interpret figures of speech in context. (e.g., personification).</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (apply throughout the year)</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening (apply throughout the year)</p> <p>L.6 2b Spell correctly.</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>L6.1a. Ensure that pronouns are in proper case (subjective, objective, possessive)</p> <p>L6.1b. Demonstrate use of intensive pronouns (e.g., myself, ourselves)</p> <p>L6.1c Recognize and correct inappropriate shifts in pronoun number and person</p> <p>L6.1d Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents)</p>	<p>L6.1 Continue to demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p>

<p>LANGUAGE (Cont')</p>	<p>L6.5b Use the relationship between particular words to better understand each of the words. (e.g., cause/effect, part/whole, item/category).</p> <p>L6.5c Distinguish among the connotations (associations) of words with singular denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>L6.6 Acquire and use accurately grade-appropriate general academic domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Apply throughout the year)</p> <p>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing.</p>				

WRITING	<p>W6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>W6.3a Engage and orient the reader by establishing a context and introduction a narrator and/or characters; organize and event sequence that unfolds naturally and logically.</p> <p>W6.3b Use narrative techniques such as dialogue, pacing and description to develop experiences, events and/or characters.</p> <p>W6.3c Use a variety of transition words, phrases and clauses to convey sequence and single shifts from one time frame or setting or another.</p> <p>W6.3d Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>W6.3d Provide a conclusion that follows from the narrated experiences or events.</p> <p>W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience.</p>	<p>W6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>W6.3a Engage and orient the reader by establishing a context and introduction a narrator and/or characters; organize and event sequence that unfolds naturally and logically.</p> <p>W6.3b Use narrative techniques such as dialogue, pacing and description to develop experiences, events and/or characters.</p> <p>W6.3c Use a variety of transition words, phrases and clauses to convey sequence and single shifts from one time frame or setting or another.</p> <p>W6.3d Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>W6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience</p>	<p>W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>W6.2a Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect: including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W6.2b Develop the topic with relevant facts, definitions, details, quotations or other information and examples.</p> <p>W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W6.2d Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>W6.2e Establish and maintain a formal style.</p> <p>W6.2f</p>	<p>W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>W6.2a Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect: including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W6.2b Develop the topic with relevant facts, definitions, details, quotations or other information and examples.</p> <p>W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W6.2d Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>W6.2e Establish and maintain a formal style.</p> <p>W6.2f</p>	<p>W6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W6.1c Use words, phrases, and clauses to clarify the relationships among claims and reasons.</p> <p>W6.1d Establish and maintain a formal style.</p> <p>W6.1e Provide a concluding statement or section that follows from the argument presented.</p> <p>W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience</p> <p>L6.3b Maintain consistency in style and tone.</p> <p>W6.5 With some guidance and support from peers and adults, develop and strengthen writing as</p>
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<p>WRITING (Cont')</p>	<p>L6.3b Maintain consistency in style and tone. W.5 W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>L6.3b Maintain consistency in style and tone. W.5 W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing , rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Provide a concluding statement or section that follows from the information or explanation presented. W6.2f Provide a concluding statement or section that follows from the information or explanation presented. W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames</p>	<p>Provide a concluding statement or section that follows from the information or explanation presented. W6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>
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			and shorter time frames for a range of discipline-specific tasks, purposes and audiences.		
READING	<p>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL6.3 Describe how a particular story's or drama's plot unfolds in a series or episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RL6.5 Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>RL6.6 Explain how an author develops the point of view of</p>	<p>→</p> <p>→</p> <p>→</p>	<p>R.L6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL6.3 Describe how a particular story's or drama's plot unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the</p>	<p>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL6.3 Describe how a particular story's or drama's plot unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the</p>	<p>R.I6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with</p>

	<p>the narrator or speaker in a text.</p> <p>RL6.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL6.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL6.9</p> <p>Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL6.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL6.9</p> <p>Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>scaffolding as needed at the high end of the range</p>
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SPEAKING AND LISTENING	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes to a topic, text or issue under study.</p> <p>SL6.3 Delineate a speaker's argument and specific</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes to a topic, text or issue under study.</p> <p>SL6.3 Delineate a speaker's argument and specific</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes</p>
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<p>SPEAKING AND LISTENING (Cont')</p>	<p>claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>medial and formats and explain how it contributes to a topic, text or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>medial and formats and explain how it contributes to a topic, text or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>to a topic, text or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L6.1 Continue to demonstrate commands of conventions of standard English grammar and usage when writing and speaking</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening</p> <p>L6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening</p> <p>✓ Apply understanding of adverbs, adverbs to compare, avoid double negatives</p> <p>✓ Apply understanding of use of adverbs before adjectives and other adverbs; use adverbs and adjectives correctly</p> <p>L 6.2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing</p>	<p>L6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L6.2b Spell correctly.</p>	<p>L6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing</p>	
WRITING	<p>W6.1 Continue to write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W6.1c</p>	<p>W6.1 Continue to write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W6.1c</p>	<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding</p>	<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding</p>	<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic</p>

<p>WRITING (Cont')</p>	<p>Use words, phrases, and clauses to clarify the relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.3e Provide a concluding statement or section that follows from the argument presented. W.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 ✓ Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Use words, phrases, and clauses to clarify the relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.1e Provide a concluding statement or section that follows from the argument presented. W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>plagiarism and providing basic bibliographic information for sources. W6.9 Draw evidence from literary or information texts to support analysis, reflection and research. W6.9a Apply <i>grade 6 reading standards</i> to literature in terms of their approaches to similar themes and topics. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>plagiarism and providing basic bibliographic information for sources. W6.9 Draw evidence from literary or information texts to support analysis, reflection and research. W6.9a Apply <i>grade 6 reading standards</i> to literature in terms of their approaches to similar themes and topics. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>bibliographic information for sources. W6.9 Draw evidence from literary or information texts to support analysis, reflection and research. W6.9b Apply <i>grade 6 reading standards</i> to literature in terms of their approaches to similar themes and topics. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>
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<p>READING</p>	<p>Continue to: RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. RI6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. RI6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI6.3 Analyze in detail how a key individual, event, or ideas is introduced, and elaborated in a text. RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI6.7 Compare and contrast one author's presentation of events with that of another.</p>	<p>R.16.3 Analyze in detail how a key individual, event, or ideas is introduced, and elaborated in a text. RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI6.9 Compare and contrast one author's presentation of events with that of another</p>		
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<p>SPEAKING AND LISTENING</p>	<p>SL6.1 Engage effectively in a variety of discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
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Curricular Framework English Language Arts-Kindergarten

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1 Sept-Dec	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1A,D RL.K.3 RI.K.5 RF.K.2A RL.K.5 RI.K.10 RF.K.4A,B RL.K.6 RL.K.7 RL.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> Literary 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Small & whole group discussion through guided oral discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
Unit 2 Nov-Mar	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,C,D RL.K.3 RI.K.3 RF.K.2A,B,C RL.K.10 RI.K.4 RF.K.3A,C RI.K.6 RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> Informational 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
Unit 3 Feb-May	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2A,B,C,D,E RL.K.4 RI.K.3 RF.K.3C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 4	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:

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Apr-June	RL.K.1 RL.K.2 RL.K.4 RL.K.7 RL.K.9 RL.K.10	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10	RF.K.1B,D RF.K.2B,C,D,E RF.K.3B,C,D RF.K.4A,B	W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 		Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research/writing 		Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ 		<ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 		<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html http://www.seymoursimon.com/index.php/blog/

Unit 1 Kindergarten		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details when prompting with who, what, where, when, why and how Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> Provide a description of characters in a story using key details. Provide a description of the setting of a story using key details. Provide a description of the major events in a story using key details.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: <ul style="list-style-type: none"> Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)

Curricular Framework English Language Arts-Kindergarten

		RI.K.5: <ul style="list-style-type: none"> Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		<ul style="list-style-type: none"> Identify the author and illustrator of a story Explain the role of the author and illustrator in creating the text
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		<ul style="list-style-type: none"> Identify key illustrations of a story Make clear the relationship between the illustrations and the story or text Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> Participate in group reading activities Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> Understand basic print features <ul style="list-style-type: none"> Books have a correct position Print has specific directionality Print has meaning and is made up of letters Track text left to right, top to bottom and page by page Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.		<ul style="list-style-type: none"> Recognize the differences in syllables, sounds and phonemes (cat, bat,fat) Identify and produce rhyming words
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills	
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		<ul style="list-style-type: none"> Draw tell, write about topics that is well known Name what is being written about Supply additional information about the topic
W.K.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 in which they occurred, and provide a reaction to what happened.		<ul style="list-style-type: none"> Tell, draw and write a story about something that happened Show what happens first Put the pages in order Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).		<ul style="list-style-type: none"> Add details to written stories Turn and talk to reflect on writing Use writing partners and teacher conferences to strengthen writing

Curricular Framework English Language Arts-Kindergarten

Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> • Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> • Utilize formal grammar and usage of spoken and written standard English • Use frequently occurring nouns and verbs correctly • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meaning • Categorize common objects • Sort common objects • Draw conclusions about the category representations
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> • Listen, share and read a variety of texts • Highlight • Use new words and phrases when writing, reading and responding to texts
Grandview School Formative Assessment Plan	Grandview School Summative Assessment Plan
-Weekly comprehensions check in -Monitoring progress	-Monthly comprehension -High frequency words

Curricular Framework English Language Arts-Kindergarten

-Class discussions		-Letter/sound association
Grandview School School Texts		Grandview School School Supplementary Resources
-Various teacher-created materials. -Scholastic Alphatales Books -Empowering Writers -Raz Kids		-Other resources in classroom (i.e read aloud texts or big books)
Grandview School Writing Tasks		
Primary Focus -Narrative writing/Informative/explanatory writing - (Combine drawing, dictating, and writing to narrate a single event.)	Secondary Focus -Connect writing to literature units and monthly thematic units.	Routine Writing -Weekend News/ Letters Home -Journal Writing -Sentence Mechanics -Monthly Poetry
Differentiation		
-Leveled Reading Books in Classroom Library -Guided Reading Leveled Groups -Modified independent work and assessments		

Unit 2 Kindergarten		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompting and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.

Curricular Framework English Language Arts-Kindergarten

	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text
	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.		<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3.C. Read high-frequency and sight words with automaticity.		<ul style="list-style-type: none"> ● Use specific strategies for decoding words, including letter sound correspondence ● Associate a letter with a sound and apply these sounds when decoding words ● Identify common high-frequency words by sight in isolation and also in a text
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding

Curricular Framework English Language Arts-Kindergarten

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> • Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic
W.K.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 in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	<ul style="list-style-type: none"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> • Utilize formal grammar and usage of spoken and written standard English • Distinguish between upper and lower case letters • Print a variety upper- and lowercase letters • Use frequently occurring nouns and verbs correctly appropriately

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<p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>		<ul style="list-style-type: none"> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>		<ul style="list-style-type: none"> Explore word relationships and nuances in word meanings Relate nouns and verbs to their antonyms
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		<ul style="list-style-type: none"> Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking
Unit 2		
Grandview School Formative Assessment Plan		Grandview School Summative Assessment Plan
<p>-Weekly comprehensions check in</p> <p>-Monitoring progress</p> <p>-Class discussions</p>		<p>-Monthly comprehension</p> <p>-High frequency words</p> <p>-Letter/sound association</p>
Grandview School School Texts		Grandview School School Supplementary Resources
<p>-Various teacher-created materials.</p> <p>-Scholastic Alphatales Books</p> <p>-Empowering Writers</p> <p>-Raz Kids</p>		<p>-Other resources in classroom (i.e read aloud texts or big books)</p> <p>-Teacher created materials</p>
Grandview School Writing Tasks		
<p>Primary Focus</p> <p>-Narrative writing/Informative/explanatory writing</p>	<p>Secondary Focus</p> <p>-Connect writing to literature units and monthly thematic units.</p>	<p>Routine Writing</p> <p>-Weekend News/ Letters Home</p> <p>-Journal Writing</p> <p>-Sentence Mechanics</p> <p>-Monthly Poetry</p>
Differentiation		
<p>-Leveled Reading Books in Classroom Library</p> <p>-Guided Reading Leveled Groups</p> <p>-Modified independent work and assessments</p>		

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Unit 3 Kindergarten		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details when prompting with who, what, where, when, why and how Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> Retell a familiar story, putting key details in a sequential order RI.K.2: <ul style="list-style-type: none"> Identify the main topic of a text Retell key details in a text Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> Provide a description of characters in a story using key details. Provide a description of the setting of a story using key details. Provide a description of the major events in a story using key details.
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Identify key illustrations of a story Make clear the relationship between the illustrations and the story or text Describe how the illustrations explain the story or text, with support
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> Compare similarities and differences in character's experiences within a story RI.K.9: <ul style="list-style-type: none"> Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> Participate in group reading activities Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently

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<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<ul style="list-style-type: none"> ● Express opinion or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose † self-selected topics ● Begin to develop ability to support opinion or preference with a reason
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing

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W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Participate in a variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) Understand and use question words (e.g., who, what, where, when, why, how) appropriately

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<p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language activities
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Knows how to write a sentence • Demonstrate convention in one's own writing: capitalization • Demonstrate convention in one's own writing: end punctuation • Demonstrate convention: produce phonemes in one's own writing • Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
Unit 3 Kindergarten	
Grandview School Formative Assessment Plan	Grandview School Summative Assessment Plan
<p>-Weekly comprehensions check in</p> <p>-Monitoring progress</p> <p>-Class discussions</p>	<p>-Monthly comprehension</p> <p>-High frequency words</p> <p>-Letter/sound association</p>
Grandview School School Texts	Grandview School School Supplementary Resources
<p>-Various teacher-created materials.</p> <p>-Scholastic Alphatales Books</p>	<p>-Other resources in classroom (i.e read aloud texts or big books)</p> <p>-Teacher created materials</p>

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-Empowering Writers -Raz Kids -Rigby -Houghton Mifflin	
Grandview School Writing Tasks	
Primary Focus -Narrative writing/Informative/explanatory/opinion writing	Secondary Focus -Connect writing to literature units and monthly thematic units.
Routine Writing -Weekend News/ Letters Home -Journal Writing -Sentence Mechanics -Monthly Poetry	
Differentiation	
-Leveled Reading Books in Classroom Library -Guided Reading Leveled Groups -Modified independent work and assessments	

Unit 4 Kindergarten		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details when prompting with who, what, where, when, why and how Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> Retell a familiar story, putting key details in a sequential order
	RI.K.3. With prompting and support, describe the connection between two	RI.K.2: <ul style="list-style-type: none"> Identify the main topic of a text Retell key details in a text Name or illustrate some of the details about the topic
		<ul style="list-style-type: none"> Explain two individuals, events, ideas or information are linked together Describe how the individuals or ideas are the same or different

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	individuals, events ideas or pieces of information in a text.	
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ● Develop ability to recognize the reasons an author gives to support points in the text
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9:
		<ul style="list-style-type: none"> ● Compare similarities and differences in character's experiences within a story
		RI.K.9:
		<ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Name all upper and lower case letters ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		<ul style="list-style-type: none"> ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes

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<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Apply understanding of long and short vowels in common spelling ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<ul style="list-style-type: none"> ● Express opinion or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose self-selected topics ● Begin to develop ability to support opinion or preference with a reason
<p>W.K.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 in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<ul style="list-style-type: none"> ● Understand their job and how they will contribute to the project from beginning to end
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)

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SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Produce and expand complete sentences in shared language activities
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> ● Write a sentence ● Demonstrate convention in one's own writing: capitalization ● Demonstrate convention in one's own writing: end punctuation ● Demonstrate convention: produce phonemes in one's own writing ● Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<ul style="list-style-type: none"> ● Identify new meanings for familiar words ● Apply new meanings to familiar words accurately ● Use frequently occurring affixes as clues to define unknown words

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L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.		
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		<ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
Unit 4 Kindergarten		
Grandview School Formative Assessment Plan		Grandview School Summative Assessment Plan
-Various teacher-created materials. -Scholastic Alphatales Books -Empowering Writers -Raz Kids		-Other resources in classroom (i.e read aloud texts or big books) -Teacher created materials
Grandview School School Texts		Grandview School School Supplementary Resources
-Various teacher-created materials. -Scholastic Alphatales Books -Empowering Writers -Raz Kids		-Other resources in classroom (i.e read aloud texts or big books) -Teacher created materials
Grandview School Writing Tasks		
Primary Focus -Narrative writing/Informative/explanatory/opinion writing	Secondary Focus -Connect writing to literature units and monthly thematic units.	Routine Writing -Weekend News/ Letters Home -Journal Writing -Sentence Mechanics -Monthly Poetry
Differentiation		

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-Leveled Reading Books in Classroom Library
-Guided Reading Leveled Groups
-Modified independent work and assessments

Additional Resources

Chicka Chicka Boom Boom Bill Martin Jr and John Archambault
I like Myself Karen Beaumont
The Kissing Hand Audrey Penn
First Day Jitters Julie Danneberg
Kindergarten Rocks Katie Davis
When I Grow Up Wes Hargis
Have You Filled a Bucket Today? Carol McCloud
How Full is Your Bucket? For Kids Tom Rath and Mary Reckmeyer
I'm Gonna Like Me Jamie Lee Curtis and Laura Cornell
Beautiful Oops! Barney Saltzberg
The Night Before Kindergarten Natasha Wing
A is for Autumn Robert Mass
Brown Bear, Brown Bear What Do You See? Bill Martin and Eric Carle
Pete the Cat Rocking in My School Shoes Eric Litwin
Cat and Dog at School Rozanne Lanczak Williams
Rhyming Dust Bunnies Jan Thomas
Ten Apples Up On Top Dr. Seuss
Class Rules Jacob Fink
My Mouth is a Volcano Julia Cook
Skeleton Meets The Mummy Steve Metzger
Skeleton hiccups Margery Cuyler
Sixteen Runaway Pumpkins Dianne Ochiltre
We're Going on a Leaf Hunt Steve Metzger
I see Fall Charles Ghigna
The Biggest Pumpkin Ever Steven Kroll
Last Stop on Market Street Matt De LaPena
It's Pumpkin Time Zoe Hall
The Day the Crayons Quit Drew Daywalt
Pumpkin Circle George Levenson
The Enormous Watermelon Brenda Parkes
From Seed to Pumpkin Wendy Pfeffer
If You Take a Mouse to School Laura Numeroff
I Was Walking Down the Road Sarah E. Barchas

The Family Book Todd Parr
Pumpkin, Pumpkin Jeanne Titherington
Rooster Off To See The World Eric Carle
One Hungry Monster Susan Heyboar
Clap Your Hands Lorinda Bryan Cauley
Mooncake Frank Asch
Anno's Counting Book Mitsumasa Anno
The Doorbell Rang Pat Hutchins
Caps, Hats, Socks, Mittens Louise Borden
The Gingerbread Man (Various Versions)
Seasons Edana Eckart
Penguins Jill Esbaum
Snowy Day Ezra Jack Keats
The Jacket I Wear in the Snow Shirley Neitzel
Pocket for Corduroy Don Freeman
10 Black Dots Donald Crews
Moose's Loose Tooth Jacqueline A. Clark
Corduroy Don Freeman
The Grouchy Lady Bug Eric Carle
The Farm Concert Joy Cowley
The Ugly Duckling Hans Christian Andersen
It's Spring Samantha Berger
What Does It Mean to Be Kind Rana DiOrio
We Play on a Rainy Day Angela Shelf Medearis
The Carrot Seed Ruth Krauss
The Very Hungry Caterpillar Eric Carle
Is Your Mama a Llama? Deborah Guarino
Ladybug's Birthday Steve Metzger

Curricular Framework English Language Arts- Grade 1

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1 Sept-Nov.	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.5 RF.1.2A,B RL.1.5 RI.1.10 RL.1.6 RF.1.4A RL.1.7 RL.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 2 Nov.-Feb.	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.3 RF.1.2A,B,C RL.1.10 RI.1.4 RF.1.3A,B,C RI.1.6 RF.1.4A,B RI.1.7 RI.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A,B SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B,C,D,E L.2.A,B,C,D L.1.5A,B L.1.6

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	<p>Text Type:</p> <ul style="list-style-type: none"> Literary Informational 	<p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing 	<p>Task type:</p> <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<p>Unit 3 Jan.-April</p>	<p>Primary Focus Standards:</p> <p>RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RF.1.3A,B,C,D,E RL.1.4 RI.1.3 RL.1.7 RI.1.4 RF.1.4A,B,C RL.1.9 RI.1.7 RL.1.10 RI.1.9 RI.1.10</p>	<p>Primary Focus Standards:</p> <p>W.1.1 W.1.2 W.1.5 W.1.6 W.1.7 W.1.8</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6</p>	<p>Primary Focus Standards:</p> <p>L.1.1C,D,E,F,G,H L.1.2A,B,C,D,E L.1.4A,B,C L.1.5A,B,C L.1.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> Literary Informational 	<p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
<p>Unit 4 March-June</p>	<p>Primary Focus Standards:</p> <p>RL.1.1 RI.1.1 RF.1.1A RI.1.2 RL.1.2 RI.1.3 RF.1.2A,B,C,D RL.1.4 RI.1.4 RF.1.3A,B,C,D,E RL.1.7 RI.1.7 RF.1.4A,B,C RI.1.8</p>	<p>Primary Focus Standards:</p> <p>W.1.1 W.1.3 W.1.5</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B,C SL.1.2 SL.1.3</p>	<p>Primary Focus Standards:</p> <p>L.1.1D,E,F,G,H,I,J L.1.2A,B,C,D,E L.1.4A,B,C</p>

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	RL.1.9 RI.1.9 RL.1.10 RI.1.10	W.1.6 W.1.7 W.1.8	SL.1.4 SL.1.5 SL.1.6	L.1.5C,D L.1.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Opinion writing Narrative writing Routine writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.lesterlaminack.com/blog.htm www.seymoursimon.com/index.php/blog https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	Writing & Language <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - (technology resource) http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	Critical Thinking <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html www.seymoursimon.com/index.php/blog

Unit 1 Grade 1

Unit 1 Reading Standards

RL.1.1. Ask and answer questions about key details in a text.

RI.1.1. Ask and answer questions about key details in a text.

Unit 1 Reading Critical Knowledge and Skills

- Understand what key details in the text are

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		<ul style="list-style-type: none"> ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		<ul style="list-style-type: none"> ● Identify key story details ● Provide a description of characters in a story using key details ● Provide a description of the setting of a story using key details ● Provide a description of the major events in a story using key details
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	<p>RL.1.5:</p> <ul style="list-style-type: none"> ● Read a variety of narrative and informational texts ● Identify the traits of narrative texts and informational texts ● Compare and contrast narrative and informational text, focusing on how they are different ● Explain the differences between narrative and informational texts <p>RI.1.5:</p> <ul style="list-style-type: none"> ● Determine what text features help locate important information ● Use headings to help understand text ● Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
RL.1.6. Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> ● Explain the function of a narrator ● Determine the narrator who is telling a story ● Identify when the narrator changes

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RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		<ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, or events ● Explain how illustrations describe important story elements ● Identify story details that describe story elements ● Describe elements of the story using story details
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		<ul style="list-style-type: none"> ● Identify the long and short vowel sounds in words ● Explain the difference between the long and short vowel sounds ● Produce the sound for each letter and blend to make a word ● Discern letter sounds at the beginning, middle, and end of words ● Take apart a word by sounds
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding.		<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Reread text to better understand what was read, when necessary
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills	
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement

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W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	<ul style="list-style-type: none"> • Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events

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	<ul style="list-style-type: none"> ● Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.1.1.A. Print all upper- and lowercase letters.</p> <p style="padding-left: 40px;">L.1.1.B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> ● Form all upper and lowercase letters with appropriate sizing and spacing ● Identify common and proper nouns and provide examples of each ● Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.1.2.A. Capitalize dates and names of people.</p> <p style="padding-left: 40px;">L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> ● Recognize the names of people, days of the week, and months of the year ● Capitalize the appropriate words in the date and the names of people ● Identify different types of end punctuation ● Apply appropriate end punctuation to writing
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts

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		<ul style="list-style-type: none"> Use new words and phrases when writing, reading and responding to texts
Unit 1 Grade 1		
Grandview School Formative Assessment Plan		Grandview School Summative Assessment Plan
<i>Weekly comprehension check in (verbal and written.)</i> <i>Weekly Orton-based spelling assessment</i>		<i>Summative assessments taken after each Triumph genre unit.</i> <i>Houghton Mifflin Reading Level Assessment</i>
Grandview School Texts		Grandview School Supplementary Resources
<i>-Empowering Writers-Getting Ready to Write</i> <i>-Houghton Mifflin Reading</i> <i>-Triumph Learning Common Core Support Coach Grade 1</i>		<i>-Other resources in classroom (i.e. read aloud novels/texts or big books)</i>
Grandview School Writing Tasks		
Primary Focus <i>Narrative writing including key details in proper sequence and illustrations.</i>	Secondary Focus <i>Write responses using main ideas/ details from the text.</i>	Routine Writing <i>Daily Journals</i> <i>Weekend News</i>
Differentiation		
<i>Use leveled readers and Triumph Learning Support Coach Reading book.</i>		

Curricular Framework English Language Arts- Grade 1



Unit 2 Grade 1		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Understand what key details are • Determine what key details are in a text <ul style="list-style-type: none"> • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.1.3: <ul style="list-style-type: none"> • Identify key story details • Provide a description of characters in a story using key details • Provide a description of the setting of a story using key details • Provide a description of the major events in a story using key details
		RI.1.3: <ul style="list-style-type: none"> • Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked

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	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> ● Determine the difference between information gained by examining pictures and information gained from the words in the text ● Identify the difference between what pictures show and what the words in the text say
	RI.1.7. Use illustrations and details in a text to describe its key details.	<ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details ● Explain how illustrations describe important key details ● Describe a text using the details
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word

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<p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> • Take apart a word by sounds • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> • Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Reread text to better understand what was read, when necessary
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement

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W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	<ul style="list-style-type: none"> • Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build the conversation
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe familiar people

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	<ul style="list-style-type: none"> • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<ul style="list-style-type: none"> • Formation of upper and lowercase letters • Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing

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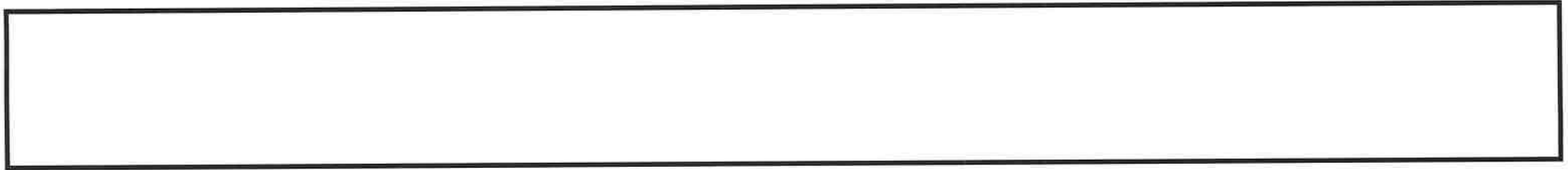
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> ● Recognize the names of people, days of the week, and months of the year ● Capitalize the appropriate words in the date and the names of people ● Identify different types of end punctuation ● Apply appropriate end punctuation to writing ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. 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).</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts

Unit 2 Grade 1

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Grandview School Formative Assessment Plan		Grandview School Summative Assessment Plan	
Weekly comprehension check in (verbal and written.) Weekly Orton-based spelling assessment		Summative assessments taken after each Triumph genre unit. Houghton Mifflin Reading Level Assessment	
Grandview School Texts		Grandview School Supplementary Resources	
-Empowering Writers-Getting Ready to Write -Houghton Mifflin Reading -Triumph Learning Common Core Support Coach Grade 1 -Scholastic Text Talk		-Other resources in classroom (i.e. read aloud novels/texts or big books)	
District/School Writing Tasks			
Primary Focus	Secondary Focus	Routine Writing	
Informative writing responses including key details from non-fiction/explanatory texts.	Write responses using main ideas/ details from non-fiction/explanatory text	Daily Journals Weekend News	
Differentiation			
Use leveled readers and Triumph Learning Support Coach Reading book.			

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Unit 3 Grade 1			
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills	
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Understand what key details are • Determine what key details are in a text <ul style="list-style-type: none"> • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support 	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> • Identify the key details of a story • Retell stories in their words capturing the key details • Explain the story's central idea or message 	
		RI.1.2: <ul style="list-style-type: none"> • Identify the key details of a text • Retell texts in their own words capturing the key details • Identify the main topic of the text 	

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	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3: <ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to
		RI.1.4: <ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content ● Use strategies when faced with an unknown word
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details
		RI.1.7: <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details

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		<ul style="list-style-type: none"> ● Explain how illustrations describe important key details ● Describe a text using the details
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>RL.1.9:</p> <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters' experiences in the stories ● Identify similarities and differences in characters' experiences in stories ● Identify similarities and differences in what happened to the characters ● Determine how characters solve problems <p>RI.1.9:</p> <ul style="list-style-type: none"> ● Describe texts that are read, using various points (e.g., pictures, descriptions, etc) ● Identify the similarities and differences of two texts on the same topic ● Use various points of comparison (e.g., pictures, descriptions, etc)
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds

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<p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words ● Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud

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	<ul style="list-style-type: none"> ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	<ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions

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	<ul style="list-style-type: none"> ● Take notes on the key details of provided information ● Read provided information to answer research questions and take notes ● Recall from their own background knowledge to answer research questions
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions

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SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing

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<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> ● Understand that dates and names are capitalized ● Recognize proper nouns when reading and apply when writing ● Apply knowledge of ending punctuation to writing ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. 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).</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words

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L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<ul style="list-style-type: none"> • Use and understand words that are rich in meaning in reading, speaking, and writing • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<ul style="list-style-type: none"> • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts
Unit 3 Grade 1	
Grandview School Formative Assessment Plan	Grandview School Summative Assessment Plan
<i>Weekly comprehension check in (verbal and written.)</i> <i>Weekly Orton-based spelling assessment</i>	<i>Summative assessments taken after each Triumph genre unit.</i> <i>Houghton Mifflin Reading Level Assessment</i>
Grandview School Texts	Grandview School Supplementary Resources
<i>-Empowering Writers-Getting Ready to Write</i> <i>-Houghton Mifflin Reading</i> <i>-Triumph Learning Common Core Support Coach Grade 1</i> <i>-Scholastic Text Talk</i>	<i>-Other resources in classroom (i.e. read aloud novels/texts or big books)</i>

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Grandview School Writing Tasks		
Primary Focus <i>Write responses to identify the main topic and retell key details of a text.</i>	Secondary Focus <i>Write responses using main ideas/ details from the text.</i>	Routine Writing <i>Daily Journals</i> <i>Weekend News</i>
Differentiation		
<i>Use leveled readers and Triumph Learning Support Coach Reading book.</i>		

Unit 4 Grade 1		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text <ul style="list-style-type: none"> ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text

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		<ul style="list-style-type: none"> ● Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story’s central idea or message
		RI.1.2: <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details
		RI.1.7: <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text

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		<ul style="list-style-type: none"> • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
	RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	<ul style="list-style-type: none"> • Identify the key points an author is making in a text • Recognize the author's reasoning by finding support within the text • Explain how this information is useful, with scaffolding, as needed
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: <ul style="list-style-type: none"> • Identify the characters in stories • Describe characters' experiences in the stories • Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems
		RI.1.9: <ul style="list-style-type: none"> • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> • Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation

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<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words ● Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors

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<p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration

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W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Ask question(s) when confused about a discussion
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events

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	<ul style="list-style-type: none"> ● Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify different tenses of verbs in reading ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing ● Identify adjectives and explain their function in reading ● Use common adjectives in writing ● Identify conjunctions and explain their function in reading ● Use common conjunctions in writing ● Identify determiners and explain their function in reading ● Use determiners in writing ● Identify and explain the purpose of prepositions in reading ● Use prepositional words in writing ● Demonstrate sentence variety in speaking and writing

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<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> ● Understand that dates and names are capitalized ● Recognize proper nouns when reading and apply when writing ● Apply knowledge of ending punctuation to writing ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. 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 or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing ● Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives

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L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<ul style="list-style-type: none">• Use vocabulary accurately in speaking and writing• Demonstrate using conjunctions in speaking and writing• Listen, share and read a variety of texts• Use new words and phrases when writing, reading and responding to texts	
Unit 4 Grade 1		
Grandview School Formative Assessment Plan		Grandview School Summative Assessment Plan
Weekly comprehension check in (verbal and written.) Weekly Orton-based spelling assessment		Summative assessments taken after each Triumph genre unit. Houghton Mifflin Reading Level Assessment
Grandview School Texts		Grandview School Supplementary Resources
-Empowering Writers-Getting Ready to Write -Houghton Mifflin Reading -Triumph Learning Common Core Support Coach Grade 1 -Scholastic Text Talk		-Other resources in classroom (i.e. read aloud novels/texts or big books)
Grandview School Writing Tasks		
Primary Focus Students will use vocabulary accurately in writing response.	Secondary Focus Write responses using main ideas/ details from the text	Routine Writing Daily Journals Weekend News

Differentiation

Use leveled readers and Triumph Learning Support Coach Reading book.

Additional Resources

Jillian Jiggs
 Jillian Jiggs & Pigs
 Cookie's Week
 Splat the Cat series
 Robin Hill School series
 Magic School Bus series- chapter books
 Frog and Toad series
 Nate the Great series
 Poppleton series
 Mr. Putter and Tabby series

Writing (Mentor Texts)

Froggy Gets a Doggy
 Where do Frogs Come From?
 Owls
 The Penguin Chick, Marilyn Woolley
 Walruses, Jody Sullivan Rake
 Reindeer (Heinemann)
 Snowy Owls (Gareth Stevens)
 Polar Bears (National Geographic Kids)
 Arctic Fox (Heinemann)
 Arctic Hares (Gareth Stevens)
 Seals (Pebble)
 Grandpa Green, Lane Smith
 A Visitor for Bear, Bonny Becker
 Click, Clack Moo: Cows That Type
 Earrings!

The Day the Crayons Quit
 How to Babysit a Granpa
 How Ro, Julie Morstad

Reading Comprehension (Mentor Texts)

Story Elements

David Goes to School
 Miss Nelson is Missing
 The Recess Queen
 Chrysanthemum, Kevin Henkes
 Lily's Purple Plastic Purse, Kevin Henkes
 Veggie Monster

Cause and Effect

Pete the Cat: I Love My White Shoes
 If You Give a Mouse a Cookie

Compare & Contrast Story Characters

Chewy Louie
 Harry Hungry

Nonfiction Text Structure

Crocodiles
 Alligators
 Crocodiles & Alligators (National Geographic Kids)
 What's the Difference between a Frog and a Toad
 Shark or Dolphin? How do You Know?
 Jimmy the Joey
 Cats vs Dogs
 Owen and Mzee

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Sequencing Story Events/ Compare and Contrast

The Mitten
The Old Man's Mitten
The Hat
Polar Express

Metacognition/Schema

Don't Laugh at Me
When I Was Young in the Mountains
Animals Asleep
All I See
The Old Woman Who Named Things
Ticky Tacky Doll
The Art Lesson
Wemberly Worried

Inferencing

Duck on a Bike
The Stray Dog
Two Bad Ants
Fly Away Home
That is Not My Hat
The Wednesday Surprise
Chalk

Important Details

Waiting is Not Easy
The Gardener

Visualization

The Keeping Quilt
Night Sounds, Morning Colors
Greyling
A Bad Case of Stripes

Asking Questions

Little Red Riding Hood
Lon Po Po

Language Arts

Who Hops?
Nouns and Verbs Have a Field Day
Under, Over By the Clover
Rosie Walks
If You Were a Verb
If You Were a Noun
Move!
*Individual titles may vary by classroom

Curricular Framework English Language Arts-Grade 2

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1 Sept.-Nov.	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3B,E RL.2.3 RI.2.5 RF.2.4A,B,C RL.2.5 RI.2.6 RL.2. 7 RI.2.7 RL.2.10 RI.2.1 0	Primary Focus Standards: W.2.3 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus Standards: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Unit 2 Dec.- Feb.	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,B,D RL.2.3 RI.2.3 RF.2.4A,B,C RL.2.4 RI.2.4 RL.2.5 RI.2.5	Primary Focus Standards: W.2.2 W.2.5 W.2.6 W.2.7	Primary Focus Standards: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E

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	RL.2.7 RL.2.10 RI.2.10	RI.2.6	W.2.8		L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none">● Literary● Informational		Writing Focus: <ul style="list-style-type: none">● Informative/explanatory writing● Shared research writing● Routine writing	Task type: <ul style="list-style-type: none">● Respond to and interact with peers in small & whole group discussion	Skill focus: <ul style="list-style-type: none">● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 3</u> Mar.-Apr.	Primary Focus Standards: RL.2.1 RL.2.2 RL.2.4 RL.2.6 RL.2.9 RL.2.10	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.8 RI.2.9 RI.2.10	Primary Focus Standards: W.2.1 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.3 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1B,C,D,E,F L.2.2B,C,D,E L.2.3A L.2.4B,C,E L.2.5B L.2.6
	Text Type:		Writing Focus:	Task type:	Skill focus:

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	<ul style="list-style-type: none"> Literary Informational 	<ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing 	<ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Unit 4 May-June	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,C,D,E RL.2.2 RI.2.2 RF.2.4A,B,C RL.2.4 RI.2.3 RL.2.6 RI.2.4 RL.2.9 RI.2.8 RL.2.10 RI.2.9 RI.2.1 0	Primary Focus Standards: W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.2, SL.2.3 SL.2.5	Primary Focus Standards: L.2.1B,D,E,F L.2.2B,D,E L.2.3A L.2.4A,B,C,E L.2.5A,B L.2.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing pieces 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking

Curricular Framework English Language Arts-Grade 2

		<ul style="list-style-type: none"> Routine writing 		
Suggested Open Education Resources	Reading <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.lesterlaminack.com/blog.htm www.seymoursimon.com/index.php/blog https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	Writing & Language <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	Critical Thinking <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://kylenebeers.com/blog/feed www.lindahoyt.com/tips.html www.seymoursimon.com/index.php/blog

Unit 1 Grade 2

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> Create questions about an important idea within the text (using who, what, where when, why, and/or how) Respond to questions asked to demonstrate understanding of key details Utilize textual evidence to support thinking when asking and answering general questions

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RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		<ul style="list-style-type: none"> Identify the characters in the story Identify key details in the story Consider how characters are involved in a story Analyze their reactions to story events Identify how the characters solve the problem
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>RL.2.5:</p> <ul style="list-style-type: none"> Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end <p>RI.2.5:</p> <ul style="list-style-type: none"> Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information Identify which text features help you find important information about what you're reading Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Determine the text's main purpose according to what the author wants the reader to know
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>RL.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, pictures and words from print or digital text

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		<ul style="list-style-type: none"> Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
		RI.2.7: <ul style="list-style-type: none"> Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)		<ul style="list-style-type: none"> Utilize strategies for decoding two-syllable words in texts Utilize strategies for decoding irregularly-spelled words in texts
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills

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W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> • Include an introduction statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	<ul style="list-style-type: none"> • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Demonstrate careful listening in order to describe or recount what is heard • Describe key ideas or details from a text or presentation when presented orally

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SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A. Use collective nouns (e.g., group).</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • Use collective nouns in student writing pieces • Identify irregular plural nouns used when reading, writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns • Identify reflexive pronouns when reading, writing or speaking • Classify pronouns as reflexive • Accurately use reflexive pronouns when reading, writing or speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization when writing • Utilize reference materials and resources to correct one's own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words

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<p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Identify the connections of words to real-life experiences
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary
Unit 1 Grade 2	
Grandview School Formative Assessment Plan	Grandview School Summative Assessment Plan
<p>-Weekly comprehension check in (verbal and written.)</p> <p>-Weekly Orton-based spelling assessments</p>	<p>-Summative assessments taken after each Triumph genre unit</p> <p>-Houghton Mifflin Reading Level Assessment</p>

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Grandview School Texts		Grandview School Supplementary Resources	
<p>-Empowering Writers (The Essential Guide to Grade 2 Writing)</p> <p>-Empowering Writers (The Comprehensive Expository and Opinion Writing Guide Grades 2 & 3)</p> <p>-Houghton Mifflin Reading</p> <p>-Triumph Learning Common Core Support Coach Grade 2</p> <p>-Scholastic Text Talk</p>		<p>-Other resources in classroom (i.e. read aloud novels/texts or picture books)</p> <p>-Online resources (i.e. Raz Kids & Kidbiz 3000)</p>	
Grandview /School Writing Tasks			
Primary Focus	Secondary Focus	Routine Writing	
<p>Narrative writing including descriptive details in the proper sequence.</p>	<p>Revise and elaborate details through self-reflection and peer editing.</p>	<p>Daily Journals</p> <p>Weekend News</p>	
Differentiation			
<p>-Use leveled readers</p> <p>-Guided reading groups</p>			

Curricular Framework English Language Arts-Grade 2

Unit 2 Grade 2

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> ● Utilize textual evidence to support thinking when asking and answering general questions ● Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.2.3: <ul style="list-style-type: none"> ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Analyze their reactions to story events ● Identify how the characters solve a problem or challenges
		RI.2.3: <ul style="list-style-type: none"> ● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Compare and contrast ideas from the text
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration ● Define words and phrases specific to grade 2

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<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>	<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>RL.2.5:</p> <ul style="list-style-type: none"> ● Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends ● Describe the parts of a story (beginning and end) ● Describe how the parts of the story build from beginning to end
		<p>RI.2.5:</p> <ul style="list-style-type: none"> ● Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information ● Identify which text features helps clarify important information about what is being read ● Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> ● Determine the text’s main purpose according to what the author wants the reader to know
<p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RL.2.7:</p> <ul style="list-style-type: none"> ● Utilize information from illustrations, pictures and words from print or digital text ● Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot <p>RI.2.7:</p> <ul style="list-style-type: none"> ● Utilize information from illustrations, diagrams or images from informational text. ● Explain how illustrations, diagrams or images clarify the text

Curricular Framework English Language Arts-Grade 2

RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> • Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)</p>		<ul style="list-style-type: none"> • Identify typical vowel combinations • Demonstrate ability to pronounce and spell words with vowel teams • Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>		<ul style="list-style-type: none"> • Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • Describe order of events using transition words (e.g. first, next, then, last) • Incorporate facts and definitions • Use linking words (e.g., because, and, also)

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	<ul style="list-style-type: none"> ● End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts

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SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> • Demonstrate storytelling techniques • Report relevant facts and details about experience • Provide clear thoughts and emotion
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A. Use collective nouns (e.g., group).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • Articulate the purpose and use of collective nouns • Use collective nouns in student writing, not in isolation • Define and identify adjectives and adverbs when reading, writing or speaking • Classify adjectives and adverbs in sentences when reading and writing • Use adjectives and adverbs to appropriately modify words in the sentence • Define and identify simple and compound sentences when reading and writing • Classify sentences as simple or compound
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization when writing • Define and identify apostrophes in writing • Articulate the purpose and use of apostrophes

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<p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one's own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● Use context clues to determine or clarify the meaning of unknown and multiple-meaning words ● Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words ● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words ● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives

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<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary
<p align="center">Unit 2 Grade 2</p>	
<p>Grandview School Formative Assessment Plan</p>	<p>Grandview School Summative Assessment Plan</p>
<p>-Weekly comprehension check in (verbal and written.) -Weekly Orton-based spelling assessments</p>	<p>-Summative assessments taken after each Triumph genre unit -Houghton Mifflin Reading Level Assessment</p>
<p>Grandview School Texts</p>	<p>Grandview School Supplementary Resources</p>
<p>-Empowering Writers (The Essential Guide to Grade 2 Writing) -Empowering Writers (The Comprehensive Expository and Opinion Writing Guide Grades 2 & 3) -Houghton Mifflin Reading Triumph Learning Common Core Support Coach Grade 2 -Scholastic Text Talk</p>	<p>-Other resources in classroom (i.e. read aloud novels/texts or picture books) -Online resources (i.e. Raz Kids & Kidbiz 3000)</p>

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Grandview /School Writing Tasks		
Primary Focus <i>-Informative writing responses that include organizing information/ details from non-fiction/ explanatory texts</i>	Secondary Focus <i>-Gather information from a variety of resources (i.e. online, texts, etc.) to support a research topic question.</i>	Routine Writing <i>-Daily Journals</i> <i>-Weekly KidBiz3000 Thought Question Responses</i> <i>-Second Grade Research Projects (i.e. USA Project, Forest Creature Report)</i>
Differentiation		
<i>-Leveled readers</i> <i>-Guided reading groups</i> <i>-Triumph Learning Support Coach Reading Book</i>		

Unit 3 Grade 2		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)

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RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p>RL.2.2:</p> <ul style="list-style-type: none"> ● Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables ● Determine what lesson of the story <p>RI.2.2:</p> <ul style="list-style-type: none"> ● Identify the main idea and overall focus of a multi-paragraph text ● Determine the main idea of the text ● Determine the important ideas in the text ● Determine the details that lead to the main idea
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> ● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Compare and contrast ideas from the text
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration ● Define words and phrases specific to grade 2
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		<ul style="list-style-type: none"> ● Recognize that characters have different points of view ● Determine how the characters think/feel about the events ● Identify any characters that have similar thinking ● Consider the character’s voice when reading out loud ● Describe why a character has a different point of view in a story

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	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> ● Identify the main points in a text ● Identify reasons that the authors uses to support the main points in a text ● Evaluate how or why the author uses the reasons to support the main points in a text
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: <ul style="list-style-type: none"> ● Identify similarities and differences of events in different versions of the same story ● Identify similarities and differences in characters in different versions of the same story
		RI.2.9: <ul style="list-style-type: none"> ● Identify the most important points in the text ● Find similarities and differences in those points when reading texts on the same topic
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> ● Demonstrate good reading habits ● Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)		<ul style="list-style-type: none"> ● Identify typical vowel combinations ● Demonstrate ability to pronounce and spell words with vowel teams ● Utilize strategies for decoding words with affixes in texts ● Utilize strategies for decoding irregularly-spelled words in texts ● Determine if the word looks and sounds right and makes sense ● Search for chunks and say them

Curricular Framework English Language Arts-Grade 2

RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)	<ul style="list-style-type: none"> ● Focus on the beginning and/or end of the word and try again, when having difficulty
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	<ul style="list-style-type: none"> ● Include an introduction statement ● State opinion and reasons that support the opinion ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● End with a closing statement
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<ul style="list-style-type: none"> ● Gather facts, choose best facts to use, and present facts in a clear sequence ● Include an introductory statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Incorporate facts and definitions ● Use linking words (e.g., because, and, also) ● End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing

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	<ul style="list-style-type: none"> ● Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in a variety of grade-appropriate, collaborative, rich, structured conversations ● Assume various roles in conversations (e.g., participant, leader, and observer) ● Use norms of conversations (e.g., eye contact, taking turns, etc) ● Connect comments to build on remarks of others ● Ask questions and further explanations about topics and/or texts
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<ul style="list-style-type: none"> ● Ask questions about what a speaker is saying to clarify, gather or deepen understanding ● Answer questions in order to clarify or gain further information
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ● Utilize digital media to enhance ideas for meaning

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	<ul style="list-style-type: none"> ● Create visuals that emphasize chosen facts or details
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Articulate ideas (both verbally and in writing) using complete sentences and ideas ● Provide details or clarifications when speaking as requested
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> ● Identify irregular plural nouns used when reading, writing or speaking ● Classify plural nouns as regular or irregular ● Form and use common irregular plural nouns when writing or speaking ● Identify reflexive pronouns when reading, writing or speaking ● Classify pronouns as reflexive ● Accurately use reflexive pronouns when writing or speaking ● Identify irregular verbs in the past tense used when writing or speaking ● Classify verbs in the past tense as regular or irregular ● Form and use common irregular verbs in the past tense when writing or speaking ● Define and identify adjectives and adverbs when reading, writing or speaking ● Classify adjectives and adverbs in sentences ● Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking ● Define and identify simple and compound sentences when reading ● Classify sentences as simple or compound ● Expand and rearrange complete, simple and compound sentences when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<ul style="list-style-type: none"> ● Define and identify greetings and closings in letters (salutation) ● Use commas appropriate to offset greetings and closings in letters ● Define and identify apostrophes when reading and writing ● Articulate the purpose and use of apostrophes ● Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing

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<p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Identify common spelling patterns ● Utilize common spelling patterns when writing ● Utilize reference materials and resources to correct one's own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ● Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words ● Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words ● Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary (gathered from discussions as well as text) ● Make purposeful language choices to communicate in an effective way

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		<ul style="list-style-type: none"> Utilize adjectives and adverbs to describe where necessary
Unit 3 Grade 2		
Grandview School Formative Assessment Plan		Grandview School Summative Assessment Plan
<i>-Weekly comprehension check in (verbal and written.)</i> <i>-Weekly Orton-based spelling assessments</i>		<i>-Summative assessments taken after each Triumph genre unit</i> <i>-Houghton Mifflin Reading Level Assessment</i>
Grandview School Texts		Grandview School Supplementary Resources
<i>-Empowering Writers (The Essential Guide to Grade 2 Writing)</i> <i>-Empowering Writers (The Comprehensive Expository and Opinion Writing Guide Grades 2 & 3)</i> <i>-Houghton Mifflin Reading</i> <i>-Triumph Learning Common Core Support Coach Grade 2</i> <i>-Scholastic Text Talk</i>		<i>-Other resources in classroom (i.e. read aloud novels/texts or picture books)</i> <i>-Online resources (i.e. Raz Kids & Kidbiz 3000)</i>
Grandview /School Writing Tasks		
Primary Focus	Secondary Focus	Routine Writing
<i>Opinion writing by stating an opinion and supporting an opinion with reasons and facts.</i>	<i>Gather information to support your research topic.</i>	<i>-Daily Journals</i> <i>-Weekend News</i>

Curricular Framework English Language Arts-Grade 2

Differentiation

- Use leveled readers
- Guided reading groups

Unit 4 Grade 2

Unit 4 Reading Standards

Unit 4 Reading Critical Knowledge and Skills

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Utilize textual evidence to support thinking when asking and answering general questions
- Create questions about an important idea within the text (using who, what, where when, why, and/or how)

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RL.2.2:

- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- Determine what lesson is the story teaching

RI.2.2:

- Identify the main idea and overall focus of a multi-paragraph text
- Determine the main idea of the text
- Determine the important ideas in the text
- Determine the details that lead to the main idea

RI.2.3. Describe the connection between a series of historical events,

- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text

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	scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Compare and contrast ideas from the text
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the parts of the poem that rhyme ● Identify the parts of the poem that show the beat ● Determine which part shows alliteration ● Define words and phrases specific to grade 2
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		<ul style="list-style-type: none"> ● Recognize that characters have different points of view ● Determine how the characters think/feel about the events ● Identify any characters that have similar thinking ● Consider the character's voice when reading out loud ● Describe why a character has a different point of view in a story
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> ● Identify the main points in a text ● Identify reasons that the authors uses to support the main points in a text ● Evaluate how or why the author uses the reasons to support the main points in a text
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: <ul style="list-style-type: none"> ● Identify similarities and differences of events in different versions of the same story ● Identify similarities and differences in characters in different versions of the same story
		RI.2.9: <ul style="list-style-type: none"> ● Identify the most important points in two different texts on the same topic

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		<ul style="list-style-type: none"> Find similarities and differences in those points when reading texts on the same topic
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)</p>		<ul style="list-style-type: none"> Identify typical vowel combinations Demonstrate ability to pronounce and spell words with vowel teams Utilize strategies for decoding words with affixes in texts Utilize strategies for decoding irregularly spelling-sound correspondence words in texts Utilize strategies for decoding irregularly-spelled words in texts Determine if the word looks and sounds right and makes sense Search for chunks and say them Focus on the beginning and/or end of the word and try again, when having difficulty
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use		<ul style="list-style-type: none"> Include an introduction statement

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linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	<ul style="list-style-type: none"> ● State opinion and reasons that support the opinion ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions ● End with a closing statement
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> ● Incorporate simple and compound sentence structures ● Use linking words (e.g., because, and, also) ● Include an introduction statement ● End with a closing statement ● Describe order of events using transition words (e.g. first, next, then, last) ● Choose descriptive words that match thinking, feelings, and actions
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	<ul style="list-style-type: none"> ● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar ● Utilize conferences, checklist sheets, and peer editing ● Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> ● Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question ● Take notes
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills

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<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • Demonstrate careful listening in order to describe or recount what they heard
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> • Ask questions and understand and answer questions asked of them in order to clarify or gain further information
<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<ul style="list-style-type: none"> • Identify irregular plural nouns used when writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when reading and speaking • Identify irregular verbs in the past tense used when writing or speaking • Classify verbs in the past tense as regular or irregular • Form and use common irregular verbs in the past tense when writing or speaking • Define and identify adjectives and adverbs when reading • Classify adjectives and adverbs in sentences • Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking • Define and identify simple and compound sentences when reading

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<p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<ul style="list-style-type: none"> • Classify sentences as simple or compound • Use simple and compound sentences when writing or speaking • Expand and/or rearrange simple and compound sentence when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Use commas appropriate to offset greetings and closings in letters • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words

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L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking • Make purposeful language choices to communicate in an effective way when writing and speaking • Utilize adjectives and adverbs to describe where necessary when writing and speaking
Unit 4 Grade 2	
Grandview School Formative Assessment Plan	Grandview School Summative Assessment Plan
<p>-Weekly comprehension check in (verbal and written.)</p> <p>-Weekly Orton-based spelling assessments</p>	<p>-Summative assessments taken after each Triumph genre unit</p> <p>-Houghton Mifflin Reading Level Assessment</p>

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Grandview School Texts		Grandview School Supplementary Resources	
<p>-Empowering Writers (The Essential Guide to Grade 2 Writing)</p> <p>-Empowering Writers (The Comprehensive Expository and Opinion Writing Guide Grades 2 & 3)</p> <p>-Houghton Mifflin Reading</p> <p>-Triumph Learning Common Core Support Coach Grade 2</p> <p>-Scholastic Text Talk</p>		<p>-Other resources in classroom (i.e. read aloud novels/texts or picture books)</p> <p>-Online resources (i.e. Raz Kids & Kidbiz 3000)</p>	
Grandview /School Writing Tasks			
<p>Primary Focus</p> <p>Students will use the writing process to organize information, use a topic sentence, add details, and use a concluding sentence.</p>	<p>Secondary Focus</p> <p>Write responses using main ideas/ details from the text</p>	<p>Routine Writing</p> <p>Daily Journals</p> <p>Weekend News</p>	
Differentiation			
<p>-Use leveled readers</p> <p>-Guided reading groups</p>			



Reading, Writing, and Spelling Scope and Sequence

Grade 3

Dates: 9/12 - 9/30								
Weeks 1-3								Reading
Genre	Short Stories	Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast			Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes		
Common Core Coach - Lesson 2 - (Pgs 19-36) Week 1 - The Adventure of the Three Students Week 2 - The Adventure of the Red-Headed League Week 3 - Independent Read - The Case of the Stolen Letter (Below, On, and Above Levels) *See Independent Leveled Practice Book								
Standards Hit -	RL.3.1 RF.3.4.C	RL.3.3 SL.3.1A	RL.3.4 SL.3.1B	RL.3.5 SL.3.1C	RL.3.7 SL.3.1D	RL.3.9 L.3.3	RL.3.10 L.3.4.A	RF.3.4.A
Weeks 1-3								Writing
Genre	Narrative (Mostly Immersion) - What They Are	Skills	Plan Real or Imagined Experience Clear Sequence of Events Transition Words (First, Then, Last)			Setting Plot		
Please choose resources that align with the reading goals								
Weeks 1-3								Spelling
Week 1 - Short Vowels with VCE with Blends and Diagraphs Week 2 - Baseword and -ed, -ing, -s, and -es Week 3 - Review - Closed, Open, Vowel Team, Bossy R, Magic E Syllable Types with Coding								
Dates: 10/3 - 10/21								
Weeks 4-6								Reading
Genre	Myths and Fables	Skills	Fable Asking and Answering Questions Context Clues Using Illustrations Point of View Theme			Illustrations Moral Myth Details Retelling		

Common Core Coach - Lesson 1 - (Pgs 5-18)

Week 4 - The Wind and the Sun/Daylight

Week 5 - How the Camel Got His Hump

Week 6 - Tiger Gets His Stripes (Below, On, and Above Levels)

**See Independent Leveled Practice Book*

Standards Hit -	RL.3.1	RL.3.2	RL.3.4	RL.3.6	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
	RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	

Weeks 4-6**Writing**

Genre	Narrative (Application) - Developing Good Narratives	Skills	Establish a Situation "How to Start" Theme/Lesson Learned/Moral	Character Development (Traits) Plot (Events) vs. Problem/Solution
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Please choose resources that align with the reading goals

Weeks 4-6**Spelling**

Week 4 - Vowel Teams (Place Value) - ai/ay, oa/ow, oi/oy, ou/ow, ee/ea

Week 5 - VCCV

Week 6 - V/CV and VC/V

Dates: 10/24 - 11/9

Weeks 7-9**Reading**

Genre	Drama	Skills	Drama - Characters Ask and Answer Questions Sequence Dialogue Character Traits Sequence of Events	Nonliteral Language Drama - Scenes Make Inferences Drama - Stage Directions Motivation Point of View
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Common Core Coach - Lesson 6 - (Pgs 103-118)

Week 7 - A Garden to Share

Week 8 - A Mammoth Adventure

Week 9 - Attic Stardust (Below, On, and Above Levels)

**See Independent Leveled Practice Book*

Standards Hit -	RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.10	RF.3.4.A	RF.3.4.C	SL.3.1A
	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A			

Weeks 7-9**Writing**

Genre	Narrative (Application) - Advanced Narrative Writing	Skills	Dialogue, Action, Narration, Thought Deeper Transition Words (Suddenly)	Provide Closure "How to End a Story"
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Please choose resources that align with the reading goals

Weeks 7-9								Spelling
Week 7 - Baseword and de-, sub-, pro-								
Week 8 - au/aw								
Week 9 - Review re-, un-, dis-, pre-, in-*								
Dates: 11/14 - 12/2								
Weeks 10-12								Reading
Genre	Scientific Nonfiction	Skills	Scientific Nonfiction Context Clues Headings Main Idea and Details Maps Headings	Sequence Ask and Answer Questions Cause and Effect Photos with Captions Picture Labels				
Common Core Coach - Lesson 10 - (Pgs 173-186)								
Week 10 - Howling Wind, Swirling Snow								
Week 11 - Giants of Grassland								
Week 12 - Plants that Fight Back! (Below, On, and Above Levels)								
*See Independent Leveled Practice Book								
Standards Hit -	RI.3.1	RI.3.2	RI.3.3	RI.3.4	RI.3.5	RI.3.7	RI.3.8	RI.3.10
	RF.3.4.A	RF.3.4.C	SL.3.1.A	SL.3.1.B	SL.3.1.C	SL.3.1.D	L.3.3	L.3.4.A
Weeks 10-12								Writing
Genre	Expository (Mostly Immersion) - What They Are	Skills	Plan an Informative or Explanatory Expository Examine a Topic and Convey Ideas and Information Group Related Info Together - Include Illustrations to Assist in Comprehension					
Please choose resources that align with the reading goals								
Weeks 10-12								Spelling
Week 10 - tract								
Week 11 - Review Doubling Rule*								
Week 12 - -sion /zhun/								
Dates: 12/5 - 12/23								
Weeks 13-15								Reading
Genre	Historical Nonfiction	Skills	Historical Nonfiction Context Clues Main Ideas and Details Text Features	Ask and Answer Questions Author's Purpose Compare and Contrast Logical Connections				
Common Core Coach - Lesson 4 - (Pgs 61-78)								
Week 13 - Ellis and Angel: Island of Hope								

Week 14 - Sarah Winnemucca/A Great Woman								
Week 15 - Harriet Tubman (Below, On, and Above Levels)								
*See Independent Leveled Practice Book								
Standards Hit -	RI.3.1	RI.3.2	RI.3.4	RI.3.5	RI.3.6	RI.3.8	RI.3.9	RI.3.10
	RF.3.4.A	RF.3.4.C	SL.3.1.A	SL.3.1.B	SL.3.1.C	SL.3.1.D	L.3.3	L.3.4.A
Weeks 13-15								Writing
Genre	Expository (Application) - Developing a Good Expository		Skills	Develop a Topic with Facts, Definitions and Details Use Linking Words and Phrases to Connect Ideas within Categories of Information Provide Concluding Statement or Section (Paragraph)				
Please choose resources that align with the reading goals								
Weeks 13-15								Spelling
Week 13 - -ture								
Week 14 - E Rule								
Week 15 - Soft c								
Dates: 12/26 - 12/30								
Week 0								
<h1>Holiday Break</h1>								
Dates: 1/2 - 1/20								
Weeks 16-18								Reading
Genre	Reading Poetry		Skills	Poetry Context Clues Ask and Answer Questions Stanzas Description Rhyme Rhythm Nonliteral Language Repetition				
Common Core Coach - Lesson 7 - (Pgs 119-132)								
Week 16 - The Pied Piper of Hamelin								
Week 17 - Shenandoah/The Wind/Autumn								
Week 18 - Who Has Seen the Wind?/Afternoon on a Hill/From a Railway Carriage (Below, On, and Above Levels)								
*See Independent Leveled Practice Book								
Standards Hit -	RL.3.1	RL.3.4	RL.3.5	RL.3.10	RF.3.4.A	RF.3.4.C	SL.3.1.A	SL.3.1.B
	SL.3.1.C	SL.3.1.D	L.3.3	L.3.4.A				
Weeks 16-18								Writing
Genre	Persuasive/Opinion Writing		Skills	Plan Opinion Pieces on Topics/Texts - State Point of View - Support with Reasons Use Persuasive Transition Words				

			Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals								
Weeks 16-18								Spelling
Week 16 - struct								
Week 17 - Soft g								
Week 18 - rupt								
Dates: 1/23 - 2/10								
Weeks 19-21								Reading
Genre	Reading Technical Texts	Skills	Technical Texts Context Clues Steps in a Process Ask and Answer Questions Headings	Sequence Labels Use Maps Use Photos Cause and Effect				
Common Core Coach - Lesson 8 - (Pgs 133-146)								
Week 19 - Using the Internet								
Week 20 - Migration of Loggerhead Turtles								
Week 21 - Swimming with Sharks (Below, On, and Above Levels)								
*See Independent Leveled Practice Book								
Standards Hit -	RI.3.1	RI.3.3	RI.3.4	RI.3.5	RI.3.7	RI.3.8	RI.3.10	RF.3.4.A
	RF.3.4.C	SL.3.1.A	SL.3.1.B	SL.3.1.C	SL.3.1.D	L.3.3	L.3.4.A	
Weeks 19-21								Writing
Genre	Persuasive/Opinion Writing	Skills	Plan Opinion Pieces on Topics/Texts - State Point of View - Support with Reasons Use Persuasive Transition Words Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals								
Weeks 19-21								Spelling
Week 19 - -tion/-sion /shun/								
Week 20 - y rule								
Week 21 - cle								
Dates: 2/13 - 2/17								
Week 22								Reading
Genre	Fiction	Skills	Characters Setting Plot	Illustrations Theme Point of View				
Performance Coach - Lesson 1 - (Pgs 2-13)								
Week 22 - The Fox and the Crow, Auac and Lamiran								

Standards Hit -	RL.3.1	RL.3.2	RL.3.3	RL.3.4	RL.3.5	RL.3.6	RL.3.7	L.3.4.A
Week 22								Writing
Genre	Revisit Narratives		Skills					
Please choose resources that align with the reading goals								
Week 22								Spelling
Week 22 - port								
Dates: 2/22 - 2/24								
Week 23								Reading
Genre	Drama		Skills	Acts and Scenes Setting Characters		Dialogue Stage Directions Theme		
Performance Coach - Lesson 3 - (Pgs 24-37)								
Week 23 - Food Fun, The Man and the Alligator								
Standards Hit -	RL.3.1	RL.3.3	RL.3.4	RL.3.5	L.3.4.B			
Week 23								Writing
Genre	Revisit Narratives		Skills					
Please choose resources that align with the reading goals								
Week 23								Spelling
Week 23 - -ous and -ious								
Dates: 2/27 - 3/3								
Week 24								Reading
Genre	Analyze Literature		Skills	Retelling Compare and Contrast Plots Compare and Contrast Characters		Compare and Contrast Theme Compare and Contrast Settings Compare and Contrast Points of View		
Performance Coach - Lesson 4 - (Pgs 38-49)								
Week 24 - The Tale of Peter Rabbit, The Tale of Benjamin Bunny								
Standards Hit -	RL.3.1	RL.3.2	RL.3.3	RL.3.4	RL.3.9	L.3.4.C		
Week 24								Writing
Genre	Revisit Expository		Skills					
Please choose resources that align with the reading goals								
Week 24								Spelling
Week 24 - e-, ex-, and ef- (Possibly Mention Chameleons)								
Dates: 3/6 - 3/10								
Week 25								Reading
Genre	Articles		Skills	Sequence Cause and Effect		Nonfiction Text Features Compare and Contrast		

Performance Coach - Lesson 5 - (Pgs 62-73)								
Week 21 - The Giant Panda, Too Cute!								
Standards Hit -	RI.3.1	RI.3.2	RI.3.4	RI.3.5	RI.3.8	L.3.5.B		
Week 25								Writing
Genre	Revisit Expository		Skills					
Please choose resources that align with the reading goals								
Week 25								Spelling
Week 25 - sist								
Dates: 3/13 - 3/17								
Week 26								Reading
Genre	Persuasive Texts		Skills	Problem Solution Main Idea and Supporting Details		Point of View Fact and Opinion		
Performance Coach - Lesson 6 - (Pgs 74-85)								
Week 22 - Video Games Are Good For Kids!, The Dangers of Video Games								
Standards Hit -	RI.3.1	RI.3.2	RI.3.4	RI.3.6	RI.3.8	L.3.6		
Week 26								Writing
Genre	Revisit Opinion		Skills					
Please choose resources that align with the reading goals								
Week 26								Spelling
Week 26 - ject								
Dates: 3/20 - 2/24								
Week 27								Reading
Genre	Historical Texts		Skills	Main Idea and Details Text Structure		Graphic Features Cause and Effect		
Performance Coach - Lesson 7 - (Pgs 86-99)								
Week 27 - Wagons West, Children on the Oregon Trail								
Standards Hit -	RI.3.1	RI.3.2	RI.3.4	RI.3.7	RI.3.8	L.3.6		
Week 27								Writing
Genre	Revisit Expository		Skills					
Please choose resources that align with the reading goals								
Week 27								Vocabulary
Week 27 - Lesson # 1								
Dates: 3/27 - 3/31								
Week 28								Reading
Genre	Scientific and Technical Texts		Skills	Main Idea and Supporting Details Text Structure				

Performance Coach - Lesson 8 - (Pgs 100-113)									
Week 28 - The Ants Go Marching, What Happens When an Ant Trail is Blocked?									
Standards Hit -	RI.3.1	RI.3.2	RI.3.4	RI.3.5	RI.3.7	RI.3.8	L.3.6		
Week 28									Writing
Genre	Revisit Narrative		Skills						
Please choose resources that align with the reading goals									
Week 28									Spelling
Week 28 - V/V*									
Dates: 4/3 - 4/7									
Week 29									Reading
Genre	Analyze Informational Texts		Skills	Text Structures Text Types Making Connections			Summarizing Making Comparisons		
Performance Coach - Lesson 9 - (Pgs 114-125)									
Week 29 - Learning to be a Clown, Clowning Your Way to Good Health									
Standards Hit -	RI.3.1	RI.3.2	RI.3.9	L.3.4					
Week 29									Writing
Genre	Revisit Expository		Skills						
Please choose resources that align with the reading goals									
Week 29									Vocabulary
Week 29 - Lesson # 2									
Dates: 4/10 - 4/14									
Week 0									
<h1>Spring Break</h1>									
Dates: 4/17 - 4/21									
Week 30									Reading
Genre	Poetry		Skills	Structures Stanza Rhythm Point of View			Rhyme Literal/Nonliteral Language Speaker		
Performance Coach - Lesson 2 - (Pgs 14-23)									
Week 30 - The Storm, The Land of Nod									
Standards Hit -	RL.3.1	RL.3.4	RL.3.5	RL.3.6					
Week 30									Writing

Genre	Revisit Expository	Skills						
Please choose resources that align with the reading goals								
Week 30								Spelling
Week 30 - Review Doubling Rule, E Rule, and Y Rule								
Dates: 4/17 - 5/5								
Weeks 31-32								
PARCC								
Dates: 5/6-5/7								
Week 33 - Incorporated Throughout the Year Dependent Upon School District Calendar								Reading
Genre	Fantasy	Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast	Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes				
Literature Book - Fantastic Mr. Fox								
Standards Hit -	RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
	RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	
Genre	Expository (Application) - Developing a Good Expository	Skills	Develop a Topic with Facts, Definitions and Details Use Linking Words and Phrases to Connect Ideas within Categories of Information Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals								
Week 33								Vocabulary
Week 33 - Lesson # 3								
Dates: 5/8 - 5/12								
Week 34 - Incorporated Throughout the Year Dependent Upon School District Calendar								Reading
Genre	Realistic Fiction	Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast	Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes				

Literature Book - How to be Cool in Third Grade									
Standards Hit -		RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
		RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	
Genre	Expository (Application) - Developing a Good Expository		Skills	Develop a Topic with Facts, Definitions and Details Use Linking Words and Phrases to Connect Ideas within Categories of Information Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals									
Week 34									Spelling
Week 34 - -ity and -ical									
Dates: 5/15 - 5/19									
Week 35 - Incorporated Throughout the Year Dependent Upon School District Calendar									Reading
Genre	Fantasy		Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast			Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes		
Literature Book - Mr. Popper's Penguins									
Standards Hit -		RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
		RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	
Genre	Expository (Application) - Developing a Good Expository		Skills	Develop a Topic with Facts, Definitions and Details Use Linking Words and Phrases to Connect Ideas within Categories of Information Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals									
Week 35									Vocabulary
Week 35 - Lesson # 4									
Dates: 5/22 - 5/26									
Week 36 - Incorporated Throughout the Year Dependent Upon School District Calendar									Reading
Genre	Realistic Fiction		Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast			Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes		

Literature Book - Thank you Mr. Falkner									
Standards Hit -		RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
		RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	
Genre	Expository (Application) - Developing a Good Expository		Skills	Develop a Topic with Facts, Definitions and Details Use Linking Words and Phrases to Connect Ideas within Categories of Information Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals									
Week 36									Spelling
Week 36 - -ive /iv/									
Dates: 5/30 - 6/2									
Week 37 - Incorporated Throughout the Year Dependent Upon School District Calendar									Reading
Genre	Fantasy		Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast			Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes		
Literature Book - James and the Giant Peach									
Standards Hit -		RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
		RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	
Genre	Persuasive/Opinion Writing		Skills	Plan Opinion Pieces on Topics/Texts - State Point of View - Support with Reasons Use Persuasive Transition Words Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals									
Week 37									Vocabulary
Week 37 - Lesson # 5									
Dates: 6/5 - 6/9									
Week 38 - Incorporated Throughout the Year Dependent Upon School District Calendar									Reading
Genre	All Genres correlated to 3rd Grade Standards		Skills	Ask and Answer Questions Character/Character Traits Setting Chapters Make Inferences Plot Compare and Contrast			Context Clues Sequence Illustrations Dialogue Nonliteral Language Motivation Themes		

Literature Books - multiple grade 3 level books - students split into groups									
Standards Hit -		RL.3.1	RL.3.3	RL.3.4	RL.3.5	RL.3.7	RL.3.9	RL.3.10	RF.3.4.A
		RF.3.4.C	SL.3.1A	SL.3.1B	SL.3.1C	SL.3.1D	L.3.3	L.3.4.A	
Standards Hit -		RI.3.1	RI.3.2	RI.3.3	RI.3.4	RI.3.5	RI.3.6	RI.3.7	RI.3.8
		RI.3.9	RI.3.10						
Genre	Persuasive/Opinion Writing		Skills	Plan Opinion Pieces on Topics/Texts - State Point of View - Support with Reasons Use Persuasive Transition Words Provide Concluding Statement or Section (Paragraph)					
Please choose resources that align with the reading goals									
Week 38									Spelling
Week 38 - review of all concepts - final assessments									
Dates: 6/12-6/15									
Week 39									
Last Week of School									

Supplemental Support - Common Core Support Coach

Lesson 1 - Myths and Fables

Title	Skill	Standards	
The Two Weavers	<ul style="list-style-type: none"> Ask and Answer Questions Characters and Character Traits 	RL.3.1 RL.3.2 RL.3.3	L.3.4.A L.3.4.B
The Ant and the Grasshopper	<ul style="list-style-type: none"> Sequence Characters' Actions 	RL.3.9 RL.3.10 RF.3.3.A	
So Say the Little Monkeys	<ul style="list-style-type: none"> Determine Central Message Setting 	RF.3.4.C	
The Parrot King and the Fig Tree	All Skills		

Lesson 2 - Short Stories

Title	Skill	Standards	
Danny, the New Boy	<ul style="list-style-type: none"> Make Inferences Describe How Chapters Build 	RL.3.5 RL.3.7 RL.3.9	L.3.4.B L.3.4.C
Summer Danny	<ul style="list-style-type: none"> Compare and Contrast Explain Illustrations 	RL.3.10	
Nina's Big Day	All Skills		

Lesson 3 - Poetry

Title	Skill	Standards	
My Little Neighbor/Travel	<ul style="list-style-type: none"> Visualize Structure, Rhyme, and Rhythm 	RL.3.4 RL.3.5 RF.3.4.C	L.3.4.A L.3.5.A L.3.5.C
The Fly/The Land of Counterpane	<ul style="list-style-type: none"> Paraphrase Nonliteral Language 		
The Moon	All Skills		

Lesson 4 - Drama

Title	Skill	Standards	
A Career Day Lesson	<ul style="list-style-type: none"> Make Predictions Parts of Drama 	RL.3.5 RL.3.6 RL.3.10	L.3.4.A L.3.4.B

How Honeybee Got Her Stinger	<ul style="list-style-type: none">SummarizePoint of View	RF.3.3.A RF.3.4.C	
The Unknown Singer	All Skills		
Lesson 5 - Literary Fiction: Biography			
Title	Skill	Standards	
Thurgood Marshall	<ul style="list-style-type: none">Main Idea and Key DetailsPoint of View	RI.3.1 RI.3.2 RI.3.5 RI.3.6 RI.3.10 RF.3.3.A L.3.4.B	L.3.4.D L.3.5.A L.3.5.C
Maya Lin: A Young Artist with Courage	<ul style="list-style-type: none">Ask and Answer QuestionsNonliteral Language		
Jacques Cousteau: Keeper of the Ocean	<ul style="list-style-type: none">Make InferencesText Features		
Cesar Chavez: A Man for the Workers	All Skills		
Lesson 6 - Historical Nonfiction			
Title	Skill	Standards	
The Rush for Gold	<ul style="list-style-type: none">Sequence of EventsUse Information from Illustrations	RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8	RI.3.9 RI.3.10 L.3.4.D
Gold Rush Success Stories	<ul style="list-style-type: none">Compare and ContrastText Features		
New Orleans: The City with a Long History	All Skills		
Lesson 7 - Scientific Nonfiction			
Title	Skill	Standards	
Tarantulas: Giants of the Spider World	<ul style="list-style-type: none">Cause and EffectDiagrams and Photos	RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8	RI.3.10 RF.3.4.C L.3.4.A
The Red Planet: Is there Life on Mars?	<ul style="list-style-type: none">Draw ConclusionsText Features		
The Narwhal: Unicorn of the Sea	All Skills		
Lesson 8 - Technical Texts			

Title		Skill	Standards	
Protecting Our Food Supply		<ul style="list-style-type: none">VisualizeStructure, Rhyme, and Rhythm	RI.3.3 RI.3.4 RI.3.5	L.3.4.C
All About Volcanologists		<ul style="list-style-type: none">Skim and Scan for DetailsText Features	RI.3.7 RI.3.8 RI.3.10	
How the Mail Moves		All Skills		
Supplemental Support - CROSSWalk				
Literature				
Lesson #	Skill	Standards		
Lesson 1	<ul style="list-style-type: none">Ask and Answer Questions	RL.3.1 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 2	<ul style="list-style-type: none">Characters	RL.3.3 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 3	<ul style="list-style-type: none">Point of View	RL.3.6 - RL.3.10 - RI.3.6 - RF.3.4.A - RF.3.4.C		
Lesson 4	<ul style="list-style-type: none">Setting	RL.3.9 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 5	<ul style="list-style-type: none">Plot	RL.3.9 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 6	<ul style="list-style-type: none">Literal and Nonliteral Language	RL.3.4 - RL.3.10		
Lesson 7	<ul style="list-style-type: none">Different Kinds of Literature	RL.3.5 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 8	<ul style="list-style-type: none">Different Kinds of Stories	RL.3.2 - RL.3.9 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 9	<ul style="list-style-type: none">Illustrations and Maps	RL.3.7 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 10	<ul style="list-style-type: none">Compare and Contrast Literature	RL.3.9 - RL.3.10 - RF.3.4.A - RF.3.4.C		
Informational Texts				
Lesson #	Skill	Standards		
Lesson 11	<ul style="list-style-type: none">Ask and Answer Questions	RI.3.1 - RI.3.10 - RF.3.4.A - RF.3.4.C		
Lesson 12	<ul style="list-style-type: none">Main Idea and Supporting Details	RI.3.2 - RI.3.10 - RF.3.4.A - RF.3.4.C		

Lesson 13	• Text Organization	RI.3.3 - RI.3.8 - RI.3.10 - RF.3.4.A - RF.3.4.C
Lesson 14	• Common Features of Informational Texts	RI.3.5 - RI.3.10 - RF.3.4.A - RF.3.4.C
Lesson 15	• Reading in the Subject Areas	RI.3.4 - RI.3.10 - RF.3.4.A - RF.3.4.C - L.3.6
Lesson 16	• Illustrations, Photos, and Maps	RI.3.7 - RI.3.10 - RF.3.4.A - RF.3.4.C
Lesson 17	• Compare and Contrast Informational Text	RI.3.9 - RI.3.10 - RF.3.4.A - RF.3.4.C

Supplemental Support - Study Island	
Print Worksheets based on standards from Study Island website	
Reading Standards for Literature	
Asking and Answering Questions	
Recounting stories	
Lessons and Morals	
Characters	
Employing Dialogue	
Sequence of Events	
Setting	
Distinguishing Figurative Language	
Structures of Text	
Point of View	
Illustrations	
Compare and Contrast	
Reading Standards for Informational Text	
Main Idea	
Events, Ideas, and Procedures	
Academic Language	
Text Features	
Author's Point of View	
Maps, Charts, and Photographs	
Logical Connections	
Reading Standards: Foundational Skills	
Phonics	
Root Words and Affixes	

Syllable Patterns
Spelling
Writing Standards
Introducing and Closing Topics
Supporting Facts and Details
Linking Words and Phrases
Task, Purpose, and Audience
Planning
Revising
Editing
Gathering Information
Recalling Information
Taking Notes
Language Standards: Conventions of Standard English
Nouns
Plurals
Pronouns
Verbs
Adjectives and Adverbs
Conjunctions
Simple, Compound, and Complex Sentences
Capitalization
Punctuation
Possessives
Reference Materials
Language Standards: Language and Vocabulary
Using Words for Effect
Context Clues
Multiple-Meaning Words
Connections Between Words
Shades of Meaning

Vocabulary	
Programs Used Throughout the Year during Reading Block and Reinforcement Time	
Text Talk	
20 Lessons - 6 words each	
Fiction Texts	
Sadlier Connect	
18 lessons - 10 multiple meaning words	
Fiction and Nonfiction Texts	
Wordly Wise	
20 lessons - 10 multiple meaning words	
Fiction and Nonfiction Texts	

LANGUAGE ARTS CURRICULUM MAP REVISION SURVEY

Grade/Subject Taught: **Grade 4 State Standards by Month**_____

AREA	SEPT	OCT	NOV	DEC	JAN
SPELLING	<p>*Standard 3.2.4.C. 8 Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones. -long and short vowel sounds and homophones -syllabication</p> <p>*Standard 3.2.4. C. 11 Write legibly in manuscript or cursive to meet district standards.</p> <p>*Standard 3.1.4.C 1 Use letter-sound correspondence and structural analysis (e.g. roots, affixes) to decode words.</p>	<p>*Standard 3.1.4.C 3 Recognize compound words, contractions, and common abbreviations.</p> <p>*Standard 3.1.4.C. 3 Know and use common word families to decode unfamiliar words. -Sound of ou, o, oo, ou</p> <p>*Standard 3.2.4.C 9 Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing. -Roots <i>tele</i> and <i>rupt</i> -Inflectional endings: -Suffixes –ly and –y -Syllabication -Suffixes of –er, -or, -ist</p>	<p>*Standard 3.1.4.F3 Identify and correctly use antonyms, synonyms, homophones, and homographs</p> <p>*Standard 3.1. 4.F 1 Infer word meanings from learned roots, prefixes, and suffixes. -er, -or, -est</p>	<p>*Standard 3.1.4.C.3 Word families: -r-controlled vowel words</p>	<p>*Standard 3.1.4.C.1 Identify base words with –ed and –ing Final –er, -l, and –le</p> <p>*Standard 3.2.4.C.8 Syllabication</p>

<p style="text-align: center;">GRAMMAR, USAGE AND MECHANICS</p>	<p>*Standard 3.2.4.C 1 Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. -Learn the four types of sentences and appropriate punctuation -Recognizing subjects and predicates</p> <p>*Standard 3.2.4.B 7 -Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing</p> <p>*Standard 3.2.4.C 6 Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.</p> <p>*Standard 3.2.4. C 4 Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue. -Daily Language Practice</p> <p>*Standard 3.2.4.C 5</p>	<p>*Standard 3.2.4.C. 3 Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.</p> <p>*Standard 3.2.4.C.1 -Recognize and spellings for singular and plural nouns -Identify common and proper nouns -Use capital letters with proper nouns -Identify and write with adjectives -Punctuate correctly using commas</p> <p>*Standard 3.1.4.G.9 Recognize literary elements in stories, identifying and utilizing similes and metaphors</p> <p>*Standard 3.2.4.C 10 Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work. -Play games to increase awareness of dictionary layout and to increase speed of accessing information</p>	<p>*Standard 3.2.4.C 9 Identify and use singular and plural possessive nouns, determine when to use subject and object pronouns</p> <p>*Standard 3.2.4.C 1 -Identify and utilize contractions with not and verb contractions -Learn to recognize and use prepositions -Identify and correctly use antonyms, synonyms, homophones, and homographs</p> <p>*Standard 3.2.4.C 2 Use increasingly complex sentence structure and syntax to express ideas. -Combining sentences</p> <p>*Standard 3.1.4.F. 1 Infer meanings from learned roots, prefixes, and suffixes.</p>	<p>*Standard 3.2.4.C 1 -Recognize and utilize compound words -Use prefixes to understand word meaning -Identify and utilize synonyms and antonyms -Use quotations appropriately in dialogue</p>	<p>*Standard 3.2.4.C. 3 -Identifying and using action verbs, main verbs, subject/verb agreement, tenses of verbs -Know forms of irregular verbs and apply appropriately</p>
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	<p>Use capital letters correctly in sentences, for proper nouns, and in titles. -Daily Language Practice</p> <p>*Standard 3.2.4.C 7 Indent in own writing to show the beginning of a paragraph. -Daily Language Practice</p> <p>* 3.1.4.F.2 Infer specific word meanings in the context of reading passages. -Use context clues to determine meaning of vocabulary</p> <p>*Standard 3.2.4.C 10 Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work. -Play games to increase awareness of dictionary layout and to increase speed of accessing information</p>				
WRITING	<p>*Standard 3.2.4.A 9.2.4.A.4 Demonstrate brainstorming skills</p>	<p>*Standard 3.2.4.A. 6 Review own writing with others to understand the reader's perspective and to consider ideas for revision -Peer conferencing</p>	<p>*Standard 3.2.4.A 9 Use computer writing applications during most of the writing process.</p> <p>*Standard 3.2.4.B. 2 Write informational reports across the curriculum that frame an</p>	<p>*Standard 3.2.4.A.3 Use strategies such as doing interviews or research and using graphic organizers to generate and organize ideas for writing.</p> <p>*Standard 3.2.4. A. 8</p>	<p>Standard 3.2.4.D 3 Develop independence by setting self-selected purposes and generating topics for writing.</p>

	<p>*Standard 3.2.4.A.1 Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.</p> <p>*Standard 3.2.4.A.5 Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. -Teacher-guided improvements leading to peer-guided improvements</p> <p>*Standard 3.2.4.A.4 Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing -Personal narrative in time order -Friendly letters -Poetry: cinquain and acrostic</p> <p>*Standard 3.4.4.A.3 Use strategies such as reflecting and using graphic organizers to</p>	<p>*Standard 3.2.4.B 3 Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closing, and using dialogue.</p> <p>*Standard 3.2.4.A. 10 Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.</p> <p>*Standard 3.2.4.A 11 Reflect on one's writing, noting strengths and areas needing improvement. -Proof-reading activities</p> <p>*Standard 3.2.4.B 5 Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. -Teacher-guided improvements leading to peer-guided improvements</p> <p>*Standard 3.2.4.B6 Write sentences of varying lengths and complexity, using</p>	<p>issue or topic include facts and details, and draw from more than one source of information.</p> <p>*Standard 3.2.4.D 8 Write informational reports that frame a topic, include facts and details, and draw information from several sources.</p> <p>*Standard 3.2.4. D12 Use relevant graphics in writing (e.g., maps, charts, illustrations).</p> <p>*Standard 3.2.4.A.2 Develop an awareness of form, structure, and author's voice in various genres. -Differentiate between fact and opinion -Focus on the difference between compare and contrast and write a sample of each</p> <p>*Standard 3.2.4. D 9 Write a business letter in appropriate form</p>	<p>Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.</p>	
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	<p>generate and organize ideas for writing</p> <ul style="list-style-type: none"> -Four-square is reviewed and expanded -Story-mapping -Venn diagram -Time order <p>*Standard 3.2.4.A.2 Develop an awareness of form, structure, and author's voice in various genres.</p> <p>*Standard 3.2.4.A.7 Review and edit work for spelling, mechanics, clarity, and fluency.</p> <ul style="list-style-type: none"> -Individual and peer conferencing <p>*Standard 3.2.4.B.1 Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience.</p> <ul style="list-style-type: none"> -The time I learned a lesson I'll never forget <p>*Standard 3.2.4.B 4 Build knowledge of the characteristics and structures of a variety of genres.</p> <ul style="list-style-type: none"> -News Article -Response Journal Entry -Answer to Question -Friendly Letter -Personal Narrative <p>*Standard 3.2.4.B.7</p>	<p>specific nouns, verbs, and descriptive words.</p> <p>*Standard 3.2.4.B10 Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.</p> <p>*Standard 3.2.4. D 2 Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflections.</p> <ul style="list-style-type: none"> -Focus on sensory words to create a descriptive poem or paragraph using the writing process <p>*Standard 3.2.4. D 9 Write formal and informal letters for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> -Thank you letters to guest speakers. -Letter of appreciation to mother or father. <p>*Standard 3.2.4.D 13 Demonstrate the development of a personal style and voice in writing.</p>			
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	<p>Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.</p> <p>*Standard 3.2.4.B88 Improve the clarity of writing by rearranging words, sentences, and paragraphs.</p> <p>*Standard 3.2.4.B. 9 Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and author's writing styles. -Reading of grade appropriate stories and novels with intention to find examples of author techniques.</p> <p>*Standard 3.2.4.B.11 Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.</p> <p>*Standard 3.2.4.D. 4 Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry) -Gathered each month for end of year Fourth Grade Memory Book of creative writings and memories of the year selected by</p>	<p>*Standard 3.2.4.D. 11 Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature. -Social Studies: How do the geographical features of an area affect the economy of that area?</p> <p>*Standard 3.2.4.D 5 Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. - Science essay on interrelationship between plants and animals on Earth. -Create a travel brochure enticing travelers to visit a geographical area</p> <p>*Standard 3.2.4.D 1 Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g. self, peers, community) - Choose a topic and write a persuasive essay with supporting facts and details and ending with a challenge to the reader (s).</p>			
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	<p>children from their portfolios.</p> <p>-Creation of personal silly poems, poems about saving the planet, persuasion essay about a social issue, summarizing a concept in science or social studies</p> <p>*Standard 3.2.4.D. 6 Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.</p> <p>-Reaction Journals</p> <p>*Standard 3.2.4. D 10 Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.</p> <p>-Use of four square, story map, Venn diagram, etc.</p> <p>*Standard 3.2.4. D 7 Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.</p> <p>*Standard 3.2.4.D.14 Review scoring criteria of a writing rubric</p> <p>-Children should be fully aware of expectations</p>				
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	<p>before beginning a writing sample</p> <p>*Standard 3.2.4.D. 15 Develop a collection of writings (e.g., a literacy folder or a literacy portfolio). -Save for end of year project of self-selected writings</p>				
READING	<p>*Standard 3.1.4A.1 Identify differences of various print formats, including newspapers, magazines, books, and reference resources.</p> <p>*Standard 3.1.4.G.2 Distinguish cause and effect, fact and opinion, main idea, and supporting</p>	<p>*Standard 3.1.4.E.1 Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.</p> <p>*Standard 3.1.4.E.3 Select useful visual organizers before, during,</p>	<p>*Standard 3.1.4.G.11 Identify the structures in poetry.</p> <p>*Standard 3.1.4.H.3 Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading</p>	<p>*Standard 3.1.4.G.12 Identify structures in drama</p>	

	<p>details in nonfiction texts (e.g., science, social studies)</p> <p>*Standard 3.1.4.A 3 Identify and locate features that support text meaning (e.g., maps, charts, illustrations).</p> <p>*Standard 3.1.4.A 2 Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.</p> <p>*Standard 3.1.4.C.1 Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.</p> <p>*Standard 3.1.4.C.3 Recognize compound words, contractions, and common abbreviations</p> <p>*Standard 3.1.4.C. 2 Know and use common word families to decode unfamiliar words</p> <p>*Standard 3.1.4.D. 2 Read at different speeds using scanning, skimming, or careful reading as appropriate.</p> <p>*Standard 3.1.4.C.1</p>	<p>and after reading to organize information (e.g., Venn diagrams)</p> <p>*Standard 3.1.4.E.2 Identify specific words or passages causing comprehension difficulties and seek clarification</p> <p>*Standard 3.1.4.F 3 Identify and correctly use antonyms, synonyms, homophones, and homographs</p> <p>* 3.1.4.F.2 Infer specific word meanings in the context of reading passages. -Use context clues to determine meaning of vocabulary</p> <p>*Standard 3.1.4.F.1 Infer word meanings from learned roots, prefixes, and suffixes</p> <p>*Standard 3.1.4.F.4 Use a grade-appropriate dictionary (independently) to define unknown words.</p> <p>*Standard 3.1.4.G.3 Cite evidence from text to support conclusions -Sequence of events -Making inferences -Making generalizations -Categorize and classify</p>	<p>*Standard 3.1.4.H.1 Use library classification systems, print or electronic, to locate information</p>		
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	<p>Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.</p> <p>*Standard 3.1.4.G.8 Recognize differences among forms of literature, including poetry, drama, fiction, and non-fiction -Focus on Mysteries</p> <p>*Standard 3.2.4.A.2 Develop an awareness of form, structure, and author's voice in various genres. -Factual diary format -Epilogue -Historical novel from "I" perspective</p> <p>*Standard 3.1.4.G.9 Recognize literary elements in stories, including setting, characters, plot, and mood</p> <p>*Standard 3.1.4.G.3 Cite evidence from text to support conclusions</p>	<p>*Standard 3.1.4.G.7 Identify and summarize central ideas in informational texts</p> <p>*Standard 3.1.4.G.1 Discuss underlying themes across cultures in various texts.</p> <p>*Standard 3.1.4.G.4 Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.</p>			
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	<ul style="list-style-type: none"> -Predict/Infer -Summarize -Monitor/Clarify -Question <p>*Standard 3.2.4.B.9 Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and author's writing styles.</p> <p>*Standard 3.1.4.G.13 Read regularly in materials appropriate for their independent reading level</p> <p>*Standard 3.1.4.G.10 Identify some literary devices in stories.</p> <p>*Standard 3.1.4.G.6 Recognize an author's point of view</p> <ul style="list-style-type: none"> -Question -Evaluate -Summarize <p>*Standard 3.1.4.G.5 Follow simple multiple-steps in written instructions</p> <ul style="list-style-type: none"> -Diagnose student needs -Manage and differentiate instruction -Monitor student progress 				
STUDY SKILLS	<ul style="list-style-type: none"> -Taking Notes -Parts of a Book -Guide Words -Using a Thesaurus 				

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LANGUAGE ARTS CURRICULUM MAP REVISION SURVEY (PART 2)

Grade/Subject Taught: _____

AREA	FEB	MAR	APR	MAY	JUNE
SPELLING	<p>*Standard 3.2.4.C.9 Words that have final -c,-ck,-k, and -ng before k (sink)</p> <p>Words with kw (question)</p> <p>*Standard 3.2.4.C.8 Practice of frequently misspelled words</p>	<p>*Standard 3.1.4.C.3 VCCV pattern and syllabication</p> <p>*Standard 3.1.4.F.1 Prefixes and suffixes (-re, -dis, -un, -ness, -ment, -ful, -less)</p>	<p>*Standard 3.1.4.F.1 Changing final -y to i when adding -es, -ed, -er, and -est</p> <p>*Standard 3.1.4.C.3 Patterns of V-CV, VC-V, VCV Syllables V-CV, VC-V</p>	<p>*Standard 3.2.4.C.9 Frequently misspelled words Unusual spelling patterns Silent consonants (kn, wr, mb, sw, if, im, ft)</p> <p>*Standard 3.1.4.F.1 Suffixes (less, ness, ion)</p>	
GRAMMAR	<p>*Standard 3.2.4.C. 3 -Identify and use adjectives -Identify and use adjectives and adjective phrases -Expand sentences using adjectives</p>	<p>*Standard 3.2.4.C. 3 -Identify and use irregular verbs -Identify and use adverbs and adverbial phrases -Expand sentences using adverbs</p>	<p>*Standard 3.2.4.C. 3 -Identify and use irregular verbs -Identify and use adverbs and adverbial phrases -Expand sentences using adverbs -Prepositional phrases</p>	<p>*Standard 3.2.4.C.1 *Standard 3.2.4.B 7 *Standard 3.2.4.C 4 *Standard 3.2.4.C 2 Review and Practice through creative writing project.</p>	<p>*Standard 3.2.4.C.1 *Standard 3.2.4.B 7 *Standard 3.2.4.C 4 *Standard 3.2.4.C 2 Review and Practice through creative writing project.</p>
WRITING			<p>Standard 3.2.4.D3 Develop independence by setting self-selected purposes and generating topics for writing. -Students make own choices for end of year topics</p> <p>Standard 3.2.4.D 4 Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry</p>	<p>Standard 3.2.4.D3 Final selection and proofreading for end of year creative writing project</p>	<p>Standard 3.2.4.D3 Final selection and proofreading for end of year creative writing project</p>
		Standard 3.1.4.H. 2			

READING		Investigate a favorite author and produce evidence of research -Biography			
STUDY SKILLS					

LANGUAGE ARTS CURRICULUM MAP REVISION SURVEY

Grade/Subject Taught: _____ 5th Grade _____ Curriculum _____

AREA	SEPT	OCT	NOV	DEC	JAN
SPELLING	<ul style="list-style-type: none"> ✓ (3.2.5.C.6.)-Learn spelling words of the week ✓ Words with <i>sk, sp, st</i> ✓ Words with <i>ng, nk, th</i> 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Adding -s and -es ✓ Using just enough letters ✓ Irregular plurals ✓ Possessives 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Short e and long e ✓ Short vowels a, i, o, u ✓ Long vowels a, i, o ✓ Vowel sounds in <i>rule, use, off</i> ✓ Prefixes- <i>dis-, un-, mid-, pre-</i> 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Consonant sounds <i>j</i> and <i>k</i> ✓ Contractions ✓ Homophones 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Vowel sounds in <i>boy</i> and <i>out</i> ✓ Vowel sounds with <i>r</i> ✓ More vowel sounds with <i>r</i> ✓ Adding -ed AND -ing, -er AND -est
GRAMMAR	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Four kinds of sentences ✓ Identify simple and complete subjects and predicates ✓ Identify subjects in imperative sentences ✓ (*3.2.5.C.8)-Edit writing for correct grammar usage, capitalization, punctuation, and spelling ✓ (*3.2.5.C.4)-Use correct capitalization and punctuation, including commas and colons, throughout writing ✓ (*3.2.5.B.7)-Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words ✓ (*3.2.5.A.10)-Review and edit work for 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Identify common and proper nouns ✓ Capitalizing proper nouns ✓ Abbreviations ✓ Possessive nouns 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Identify action and linking verbs ✓ Identify verbs with direct objects ✓ Understand verb tenses ✓ Using present tense ✓ Using irregular verbs ✓ Using troublesome verb pairs ✓ Prefixes 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Identify and use subject, object, and possessive pronouns 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Identify and use adjectives ✓ Identify adjectives after linking verbs ✓ Use adjectives that compare ✓ Comprehend figurative/literal language (e.g. idioms)

	spelling, usage, clarity, organization, and fluency ✓ (3.2.5.C.5)-Use quotation marks and related punctuation correctly in passages of dialogue				
WRITING	✓ (*3.2.5.A.6)-Draft writing in a genre with supporting structure according to intended message, audience, and purpose for writing ✓ (3.2.5.D.4)-Brainstorm using personal connections ✓ (3.2.5.B.4.; 3.2.5.B.2.; 3.2.5.D.3) Write a personal narrative ✓ (*3.2.5.A.13)-Understand and apply the elements of a scoring rubric to improve and evaluate writing ✓ (*3.2.5.A.1)-Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending ✓ (*3.2.5.D.7)-Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution ✓ (*3.2.5.A.12)-Use computer writing applications during the writing process ✓ (*3.2.5.A.5.; 3.2.5.D.12)- Use a	✓ (3.2.5.D.3; 3.2.5.A.2)-Write informational compositions (how-to) with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph ✓ (*3.2.5.A.9)-Peer revision and self-editing ✓ (*3.2.5.A.8)-Revise ✓ (*3.2.5.B.1)-Expand of selected genres ✓ (*3.2.5.B.6)-Sharpen and focus by editing work ✓ (*3.2.5.D.5)-Use transitions between and within paragraphs ✓ (*3.2.5.B.9)-Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas	✓ (3.2.5.D.3; 3.2.5.B.4)- Write a tall tale	✓ (3.2.5.B.3.; 3.2.5.B.2.; 3.2.5.D.3)-Write a persuasive essay ✓ (3.2.5.D.10)-Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed ✓ (*3.2.5.D.11)-Demonstrate the ability to write friendly/business letter	✓ (3.2.5.B.4.; 3.2.5.B.2.; 3.2.5.D.3)-Write a character sketch ✓ (3.2.5.B.4)-Write an autobiography or biography ✓ (*3.2.5.B.10)-Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion

	<p>graphic organizer and prewriting skills</p> <p>✓ (*3.2.5.A.5)-Use five step writing process (e.g. prewriting, drafting, revising, proofreading, and publishing)</p> <p>✓ (*3.2.5.A.5)-Drafting-use a variety of organizational strategies (e.g. webbing, graphic organizers, outline, clusters, and brainstorming)</p> <p>✓ (*3.2.5.A.11)-Use a variety of reference materials to revise work</p> <p>✓ (*3.2.5.A.10)-Edit for C.O.P.S.</p> <p>✓ (*3.2.5.A.3) -Generate possible ideas for writing through listening, talking, recalling, experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming</p> <p>✓ (*3.2.5.B.3.; 3.2.6.B.4)-Write Interdisciplinary essays</p> <p>✓ (*3.3.5.B.3)-Write problem/solution, cause/effect, hypothesis/results, feature articles, critiques</p> <p>✓ (*3.2.5.D.8.)-Use narrative techniques (e.g. dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).</p>				
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	<p>✓ (*3.2.5.B.4.; 3.2.5.B.2)- Write a short story that contain narrative elements</p> <p>✓ (*3.2.5.B.7)-Write sentences of varying length and complexity, using specific language</p> <p>✓ (*3.2.5.A.7)- Use precise language</p> <p>✓ (*3.2.5.C.10)- Write legibly in manuscript or cursive to meet district standards</p> <p>✓ (*3.2.5.D.17)- Develop a collection of writings (e.g. a literacy folder, a literacy portfolio).</p> <p>✓ (*3.2.5.D.6)- Organize paragraphs using topic sentences</p> <p>✓ (*3.2.5.D.2)- Gather, select, and organize information appropriate to a topic, task, and audience</p>				
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<p>READING</p>	<ul style="list-style-type: none"> ✓ (*3.1.5.A.1)-Use a text index and glossary appropriately ✓ (*3.1.5.A.2. Survey and explain text features that contribute to comprehension (e.g. headings, introductory and concluding paragraphs) ✓ (*3.1.5.C.2)-Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words ✓ (*3.1.5.C.1)-Use the pronunciation key of a dictionary to decode new words ✓(*3.1.5.C.3)- Interpret new words correctly in context ✓(*3.1.5.C.4)-Apply spelling and syllabication rules that aid in decoding and word recognition ✓(*3.1.5.D.1)-Adjust reading speed appropriately for different purposes and audiences ✓(*3.1.5.D.2)- Apply knowledge of letter-sound associations, language structures, and context to recognize words ✓ (*3.1.5.D.3)- Read aloud in ways that reflect understanding of proper phrasing and intonation 	<ul style="list-style-type: none"> ✓ (*3.1.5.G.1)-Identify author's purpose, views, and beliefs ✓ (*3.1.5.G.3)- Use cause and effect and sequence of events to gain meaning ✓ (*3.1.5.G.4)- Anticipate and construct meaning from text by making conscious connections to self, an author, and others ✓ (*3.1.5.G.6)- Recognize historical and cultural biases and different points of view ✓ (*3.1.5.G.8.)-Distinguish between major and minor details ✓ (*3.1.5.G.11)- Identify and analyze text types, formats, and elements in nonfiction ✓ (*3.1.5.G.12.)-Recognize literary elements in stories, including setting, characters, plot, and mood 	<ul style="list-style-type: none"> ✓ (*3.1.5.G.2)-Identify genre by their distinctive elements (e.g. tall tale-exaggeration) 	<ul style="list-style-type: none"> ✓ (3.1.5.F.3)- Identify and correctly use antonyms, synonyms, homophones, and homographs 	<ul style="list-style-type: none"> ✓ (*3.1.5.G.13.)-Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration) ✓ (*3.1.5.G.14)-Identify and respond to the elements of sound and structure in poetry ✓ (*3.1.5.G.15)- Identify the structures in drama ✓ (*3.1.5.G.17)-Interpret idiomatic expressions
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	<p>✓ (*3.1.5.D.4)- Read silently for the purpose of increasing speed, accuracy, and reading fluency</p> <p>✓ (*3.1.5.D.5)-Apply self-correcting strategies to decode and gain meaning from print both, orally and silently</p> <p>✓ (*3.1.5.E.1)- Activate prior knowledge and anticipates what will be read or heard</p> <p>✓ (*3.1.5.E.2)-Vary reading strategies according to their purpose for reading and the nature of the text</p> <p>✓ (*3.1.5.E.3)- Reread to make sense of difficult paragraphs or sections of text</p> <p>✓ (*3.1.5.E.4)- Make revisions to text predictions during and after reading</p> <p>✓ (*3.1.5.E.5)-Apply graphic organizers to illustrate key concepts and relationships in a text</p> <p>✓ (*3.1.5.F.1)- Infer word meanings from learned roots, prefixes, and suffixes</p> <p>✓ (*3.1.5.F.2)- Infer specific word meanings in the context of reading passages</p> <p>✓ (*3.1.5.F.4)- Use a grade-level appropriate</p>				
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	<p>dictionary independently to define unknown words</p> <p>✓ (*3.1.5.F.5)- Use a thesaurus to identify alternative word choices and meanings</p> <p>✓ (*3.1.5.G.10)- Recognize common organizational patterns in text that support comprehension (e.g. headings, captions)</p> <p>✓ (*3.1.5.G.16)- Read materials regularly in materials appropriate for their independent reading level</p> <p>✓ (*3.1.5.H.1)- Use library classification systems, print, or electronic, to locate information</p> <p>✓ (*3.1.5.H.2)- Develop and revise questions for investigations prior to, during, and after reading</p> <p>✓ (*3.1.5.H.8)- Produce projects and reports, using visuals, media and/or technology to show learning and support the learning of an audience</p>				
STUDY SKILLS					

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LANGUAGE ARTS CURRICULUM MAP REVISION SURVEY (PART 2)

Grade/Subject Taught: _____ 5th Grade _____

AREA	FEB	MAR	APR	MAY	JUNE
SPELLING	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Related words ✓ Including all letters 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Suffixes <i>-able, -ible, -ant, -ent</i> ✓ Suffixes <i>-ous, -ion, -ation</i> ✓ Compound words 1 ✓ Compound words 2 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Vowels in final syllables ✓ Capitalization ✓ Easily confused words ✓ Vowels with no sound clues 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Words with <i>kn, mb, gh, st</i> ✓ Getting letters in correct order 	
GRAMMAR	<ul style="list-style-type: none"> ✓ (3.2.5.A.10)-Review all work for C.O.P.S. ✓ (3.2.5.A.10)-Take practice tests for NJASK ✓ (3.2.5.C.3)- Use knowledge of English grammar and usage to express ideas effectively 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Identify adverbs ✓ Use adverbs that compare ✓ Identify adverbs before adjectives and other adverbs ✓ Using adverbs and adjectives correctly ✓ Using negative words ✓ Using compound words correctly 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Identify prepositions and prepositional phrases ✓ Identify and use prepositional phrases as adjectives and adverbs 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)-Review all parts of speech ✓ Use compound subjects and predicates ✓ Using subjects and verbs that agree ✓ Avoid run-on sentences by using conjunctions ✓ Write compound sentence 	<ul style="list-style-type: none"> ✓ (3.2.5.C.1)- Review all parts of speech
WRITING	<ul style="list-style-type: none"> ✓ (3.2.5.D.13.)-Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature ✓ (3.2.5.B.4.; 3.2.5.B.2.)- Write a short story that contain narrative elements (e.g. writing from a picture prompt) 	<ul style="list-style-type: none"> ✓ (3.2.5.D.13.)-Continue to demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature ✓ (3.2.5.B.4.; 3.2.5.B.2.)- Continue to write a short story that contain narrative elements (e.g. writing from a picture prompt) 	<ul style="list-style-type: none"> ✓ (3.2.5.A.10; 3.2.5.C.9)-Use a variety of reference materials including internet/software resources to edit and revise work. ✓ (3.2.5.D.9; 3.2.5.B.3.; 3.2.5.B.2; 3.2.5.B.5)- Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, 	<ul style="list-style-type: none"> ✓ (3.2.5.A.10; 3.2.5.C.9)- Continue to use a variety of reference materials including internet/software resources to edit and revise work. ✓ (3.2.5.D.9; 3.2.5.B.3.; 3.2.5.B.2; 3.2.5.B.5)- Continue to write reports based on research with a scope narrow enough to be thoroughly covered, 	<ul style="list-style-type: none"> ✓ (3.2.5.D.3)-Write a compare/contrast essay

	<p>✓ (3.2.5.D.8)-Use narrative techniques (e.g. dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).</p> <p>✓ (3.2.5.A.14) -Reflect on own writing, noting strengths and setting goals for improvement</p>	<p>✓ (3.2.5.D.8)- Use narrative techniques (e.g. dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).</p> <p>✓ (3.2.5.A.14)- Continue to reflect on own writing, noting strengths and setting goals for improvement</p>	<p>examples, and explanations from authoritative sources, and including a works consulted page</p>	<p>supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page</p> <p>✓ (3.2.5.D.3)- Use of figurative language (e.g. simile, metaphor, and idioms)</p>	
READING	<p>✓ (3.1.5.F.3)- Continue to identify and correctly use antonyms, synonyms, homophones, and homographs</p> <p>✓ (3.2.5.D.4)-Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained used of examples</p> <p>✓ (3.1.5.G.5)- Recognize persuasive and propaganda techniques used to influence readers</p> <p>✓ (3.1.5.G.7)- Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly</p>	<p>✓ (3.2.5.D.4)-Continue to organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained used of examples</p> <p>✓ (3.1.5.G.5)- Continue to recognize persuasive and propaganda techniques used to influence readers</p> <p>✓ (3.1.5.G.7)- Continue to understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly</p>	<p>✓ (3.1.5.H.1)- Use library classification systems, print, or electronic, to locate information</p> <p>✓ (3.1.5.H.4)- Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading</p> <p>✓ (3.1.5.H.7)- Summarize and organize information by taking notes, outlining ideas, and/or making charts</p> <p>✓ (3.1.5.G.9)- Make inference using textual information and provide supporting evidence</p> <p>✓ (3.1.5.H.3)- Use multiple sources to locate information relevant to research questions</p>	<p>✓ (3.1.5.H.1)- Continue to use library classification systems, print, or electronic, to locate information</p> <p>✓ (3.1.5.H.4)- Continue to read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading</p> <p>✓ (3.1.5.H.7)- Continue to summarize and organize information by taking notes, outlining ideas, and/or making charts</p> <p>✓ (3.1.5.G.9)-Continue to make inference using textual information and provide supporting evidence</p> <p>✓ (3.1.5.H.3)- Continue to use</p>	

			✓ (3.1.5.H.6)- Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions ✓ (3.1.5.H.5)- Draw conclusions from information gathered from multiple sources	multiple sources to locate information relevant to research questions ✓ (3.1.5.H.6)- Continue to interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions ✓ (3.1.5.H.5)- Continue to draw conclusions from information gathered from multiple sources	
STUDY SKILLS					

LANGUAGE ARTS CURRICULUM MAP

Grade/Subject Taught: 6th Grade Curriculum

AREA	SEPT	OCT	NOV	DEC	JAN
SPELLING	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.) –Learn spelling words of the week ✓ Short vowels ✓ Getting letter in correct order 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.) –Learn spelling words of the week ✓ Words with <i>ie</i> and <i>ei</i> ✓ Vowel sounds in <i>rule</i> and <i>view</i> ✓ Irregular plurals ✓ Using apostrophes 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.) –Learn spelling words of the week ✓ Adding <i>ed</i> and <i>ing</i> ✓ Opposite prefixes ✓ Negative prefixes ✓ Unexpected consonant spelling 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)–Learn spelling words of the week ✓ Words with <i>ci</i> and <i>ti</i> ✓ Easily confused words ✓ Using just enough letters II ✓ Homophones 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.) –Learn spelling words of the week ✓ Related words I ✓ Vowels in unstressed syllables ✓ Vowel in final syllables ✓ Vowel sounds with <i>r</i>
GRAMMAR	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Four kinds of sentences ✓ Identify complete subjects and predicates ✓ Identify simple subjects and predicates ✓ (3.2.6.B.7)-Identify dependent and independent clauses ✓ Utilize conjunctions for varying sentence structure ✓ (*2.6.C.8)-Utilize capitalization, punctuation, including commas and colons, throughout writing ✓ (*3.2.6.A.9)-Review and edit work ✓ (*3.2.6.C.3)-Express ideas effectively ✓ (3.2.6.B.7)-Be able to use specific parts of speech for complex sentences 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Identify common and proper nouns ✓ Identify and use singular and plural nouns ✓ Identify and use singular and plural possessive nouns ✓ Identify abstract and collective nouns ✓ Use apostrophes correctly to show possession ✓ Capitalize proper nouns 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Identify and use main verbs and helping verbs ✓ Identify linking verbs and action verbs ✓ Identify predicate nominatives and adjectives ✓ Understand verb tenses ✓ Understand principal parts of the verb ✓ Avoid double negatives ✓ Identify verbs with direct objects ✓ Using irregular verbs ✓ Using troublesome verb pairs ✓ Prefixes 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Identify and use subject, object, and possessive pronouns ✓ Pronoun/antecedent agreement ✓ Identify reflexive, interrogative, demonstrative, and indefinite pronouns ✓ (3.2.6.C.4)-Correctly use commas ✓ (3.2.6.C.5)-Use quotation marks correctly in dialogue ✓ Use contractions correctly ✓ Use homophones correctly 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Identify proper, predicate, and demonstrative adjectives ✓ Use adjectives to compare ✓ Use adjectives to describe the five senses

<p style="text-align: center;">WRITING</p>	<p>✓ (3.2.6.B.4; *3.2.6.D.3)- Write a memoir or a narrative</p> <p>✓ (3.2.6.D.4)-Brainstorm using personal connections</p> <p>✓ (*3.2.6.A.5; *3.2.6.D.10; 3.2.6.A.4)-Use a graphic organizer and prewriting skills</p> <p>✓ (*3.2.6.A.11)-Use computer technology during the writing process</p> <p>✓ (*3.2.6.A.11)-Create a PowerPoint presentation for writing</p> <p>✓ (*3.2.6.A.9)-Edit for C.O.P.S.</p> <p>✓ (*3.2.6.B.7)-Write sentences of varying length and complexity, using specific language</p> <p>✓ (*3.2.6.A.6)-Use precise language</p> <p>✓ (*3.2.6.B.10)-Utilize sequencing skills for narrative (e.g. beginning, middle, and end)</p> <p>✓ (*3.2.6.C.10)-Write legibly in manuscript or cursive</p> <p>✓ (3.2.6.D.5)-Include plot or conflict, setting, characters, point of view, and resolution in narrative</p> <p>✓ (3.2.6.D.6)-Use narrative techniques (e.g. dialogue, specific actions of characters, sensory descriptions, and expressions of thoughts</p>	<p>✓ (3.3.6.D.3)-Write an expository piece of writing (e.g. compare/contrast)</p> <p>✓ Apply writing skills appropriate for other contents such as hypotheses, summaries, word problems, and content journals.</p> <p>✓ (3.2.6.A.1)-Write an informational composition (directions, and how-to)</p> <p>✓ (*3.2.6.B.1)-Expand and knowledge of selected genres</p> <p>✓ (*3.2.6.B.6)-Sharpen and focus by editing work</p> <p>✓ (*3.2.6.A.8)-Peer revision and self-editing</p> <p>✓ (*3.2.6.A.7)-Revise</p> <p>✓ (*3.2.6.B.9)-Use transitions between and within paragraphs</p>	<p>✓ (3.2.6.B.4)-Writing to express (e.g. short story)</p> <p>✓ (*3.2.6.D.3) Use details, dialogue, examples, sensory images, vivid verbs</p>	<p>✓ (3.2.6.B.4)-Continue writing to express</p>	<p>✓ (*3.2.6.D.3; *3.3.6.B.3)-Writing to explain (e.g. myths, folk tales, fairy tales, and fables).</p>
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	<p>and feelings of characters)</p> <p>✓ (*3.2.6.A.5)-Using five step writing process (e.g. prewriting, drafting, revising, proofreading, and publishing)</p> <p>✓ (*3.2.6.A.5)-Drafting-use a variety of organizational strategies (e.g. webbing, graphic organizers, outline, clusters, brainstorming)</p> <p>✓ (*3.2.6.A.10)-Use reference materials to revise work</p> <p>✓ (*3.2.6.D.5)-Focus on elements of fiction (e.g. point of view, characters, conflict, setting, mood, tone, etc.)</p> <p>✓ (*3.2.6.D.5)-Focus on plot line (e.g. exposition, rising action, climax, falling action, and resolution)</p> <p>✓ (3.2.6.B.10)-Attend to time order in narratives</p> <p>✓ (*3.2.6.D.3)-Use of figurative language (e.g. alliteration, repetition, simile, metaphor, imagery, rhythm, onomatopoeic words, rhyming patterns, personification, connections between figurative language and meaning, end rhyming patterns and stanzas, assonance, consonance, hyperboles and puns)</p>				
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	<ul style="list-style-type: none"> ✓ (*3.2.6.D.2)-Gather, select, and organize information appropriate to a topic, task, and audience ✓ (*3.2.6.D.15)-Develop a collection of writings (e.g. a literacy folder, a literacy portfolio) ✓ (*3.2.6.B.3; 3.2.6.B.2)-Write interdisciplinary essays ✓ (*3.2.6.A.12)-Understand and apply the elements of a scoring rubric to improve and evaluate writing 				
READING	<ul style="list-style-type: none"> ✓ (*3.1.6.A.1)-Use a text index and glossary appropriately ✓ (*3.1.6.A.2)-Survey and explain text features that contribute to comprehension (e.g. headings, introductory, and concluding paragraphs) ✓ (*3.1.6.A.3)-Recognize and use common print formats to obtain information (e.g. newspapers, magazines, electronic sources) ✓ (*3.1.6.C.3)-Apply knowledge of new words correctly (refer to word parts and word origin) ✓ (*3.1.6.C.1)-Use a dictionary to decode 	<ul style="list-style-type: none"> ✓ (*3.1.6.G.1) Respond critically to an author's purpose, ideas, views, and beliefs ✓ (*3.1.6.G.2) Identify genre by their distinctive elements (e.g. tall tale-exaggeration) ✓ (*3.1.6.G.3) Use cause and effect and sequence of events to gain meaning ✓ (*3.1.6.G.4) Construct meaning from text by making conscious connections to self, an author, and others ✓ (*3.1.6.G.6) Recognize historical and cultural biases and different points of view 	<ul style="list-style-type: none"> ✓ (*3.1.6.G.7) Identify and analyze features of themes conveyed through characters, actions, and images 		<ul style="list-style-type: none"> ✓ (*3.1.6.H.3) Draw conclusions from information gathered from multiple sources ✓ (*3.1.6.H.7) Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding

	<p>new words independently</p> <p>✓ (*3.1.6.C.2.)-Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode to new words</p> <p>✓ (*3.1.6.C.4) Apply spelling and syllabication rules that aid in decoding and word recognition</p> <p>✓ (*3.1.6.D.1) Adjust reading speed appropriately for different purposes and audiences</p> <p>✓ (*3.1.6.D.3) Read aloud in ways that reflect understanding of proper phrasing and intonation</p> <p>✓ (*3.1.6.D.3) Read silently for the purpose of increasing speed, accuracy, and reading fluency</p> <p>✓ (*3.1.6.D.4) Apply self-correcting strategies to decode and gain meaning from print both, orally and silently</p> <p>✓ (*3.1.6.E.1) Activate prior knowledge and anticipates what will be read or heard</p> <p>✓ (*3.1.6.E.5) Use reference aids for word meanings when reading</p> <p>✓ (*3.1.6.E.2) Vary reading strategies</p>	<p>✓ (*3.1.6.G.8) Distinguish between major and minor details</p> <p>✓ (*3.1.6.G.9) Make inference using textual information and provide supporting evidence</p> <p>✓ (*3.1.6.G.11) Identify and analyze text types, formats, and elements in nonfiction</p> <p>✓ (*3.1.6.G.12) Recognize characterization, setting, plot, theme, and point of view in fiction</p> <p>✓ (*3.1.6.G.16) Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.</p> <p>✓ (*3.2.6.D.4) Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples</p>			
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	<p>according to their purpose for reading and the nature of the text</p> <p>✓ (*3.1.6.E.3) Reread to make sense of difficult paragraphs or sections of text</p> <p>✓ (*3.1.6.E.4) Make revisions to text predictions during and after reading</p> <p>✓ (*3.1.6.E.5) Apply graphic organizers to illustrate key concepts and relationships in a text</p> <p>✓ (*3.1.6.F.1) Infer word meanings from learned roots, prefixes, and suffixes</p> <p>✓ (*3.1.5.6.2) Infer specific word meanings in the context of reading passages</p> <p>✓ (*3.1.6.F.3) Identify and correctly use antonyms, synonyms, homophones, and homographs</p> <p>✓ (*3.1.6.F.4) Use the dictionary for a variety of purposes (e.g. definitions, word origins, parts of speech)</p> <p>✓ (*3.1.6.F.5) Use a thesaurus to identify alternative word choices and meanings</p> <p>✓ (*3.1.6.G.10) Recognize common organizational patterns in text that support</p>				
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	<p>comprehension (e.g. headings, captions)</p> <p>✓ (*3.1.6.H.1) Develop and revise questions for investigations prior to, during, and after reading</p> <p>✓ (*3.1.6.H.5) Summarize and organize information by taking notes, outlining ideas, and/or making charts</p> <p>✓ (*3.1.6.G.13) Recognize sensory details, figurative language, and other literary devices in text (foreshadowing, irony, flashback, understatement, setting, theme, characterization, mood, tone, and plot line)</p> <p>✓ (*3.1.6.G.14) Identify and respond to the elements of sound and structure in poetry</p> <p>✓ (*3.1.6.G.15) Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture</p> <p>✓ (*3.1.6.G.18) Interpret idiomatic expressions</p> <p>✓ (*3.1.6.H.6) Produce projects and reports, using visuals, media and/or technology to show learning and support</p>				
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	the learning of an audience ✓ Genres to be covered throughout the year: Anthologies Excerpts, Great Book, Short Story, Historical Fiction, Novel, Biography, Poetry, Play, Drama, and Mystery				
STUDY SKILLS					

LANGUAGE ARTS CURRICULUM MAP (PART 2)

Grade/Subject Taught: _____ 6th Grade _____

AREA	FEB	MAR	APR	MAY	JUNE
SPELLING	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ Suffixes- ation, -tion, -ion ✓ Suffixes- ate, -ive, -ship ✓ Suffixes-ance, -ence, -ant, -ent 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.) –Learn spelling words of the week ✓ Related words II ✓ One or two words ✓ Compound words ✓ Compound words II 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.) –Learn spelling words of the week ✓ Words from many cultures ✓ Including all letters ✓ Words from Greek 	<ul style="list-style-type: none"> ✓ (3.2.6.C.6.)-Learn spelling words of the week ✓ One or two consonants ✓ Words with one sound clues 	✓
GRAMMAR	<ul style="list-style-type: none"> ✓ (3.2.6.A.9)-Take practice tests for NJASK 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Identify adverbs ✓ Use adverbs to compare ✓ Avoid double negatives ✓ Identify adverbs before adjectives and other adverbs ✓ Using adverbs and adjectives correctly ✓ Using compound words correctly 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Identify prepositions ✓ Identify and use prepositional phrases as adjectives and adverbs 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Use compound subjects and predicates in subjects ✓ Make subjects and verbs agree ✓ Improve sentence syntax by including compound and complex sentences in writing 	<ul style="list-style-type: none"> ✓ (3.2.6.C.1)-Review all parts of speech
WRITING	<ul style="list-style-type: none"> ✓ (3.2.6.D.3;3.2.6.B.2;3.2.6.D.8)- Write a persuasive essay ✓ (3.2.6.D.9)-Demonstrate the ability to write a friendly/business letter ✓ (3.2.6.D.8)-Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed 	<ul style="list-style-type: none"> ✓ (3.2.6.D.11)-Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature 	<ul style="list-style-type: none"> ✓ (3.3.6.B.3)-Write grade appropriate multi-paragraph, expository pieces across curricula such as an informative essay (e.g. D.A.R.E. essay) 	<ul style="list-style-type: none"> ✓ (3.2.6.B.2)-Write an issue-based grade appropriate research paper ✓ (3.2.6.C.9)-Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work ✓ (3.2.6.B.5)-Support thesis statement with facts, examples, or explanations, including information from multiple sources 	<ul style="list-style-type: none"> ✓ (3.2.6.B.2)-Continue to write an issue-based grade appropriate research paper ✓ (3.2.6.C.9)-Continue to use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work ✓ (3.2.6.B.5)-Continue to support thesis statement with facts, examples, or explanations, including

					information from multiple sources (include works cited and parenthetical citations)
READING	<ul style="list-style-type: none"> ✓ (3.1.6.G.5) Recognize persuasive and propaganda techniques used to influence readers ✓ (3.2.6.D.11)-Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature ✓ (3.2.6.D.11)-Follow simple multiple steps in written instructions: read question first, find key words in questions, find key words in text, use information from text, map/web answer, reread information, and make the right choice (e.g. test prep materials) 	<ul style="list-style-type: none"> ✓ (3.1.6.G.5)-Continue to recognize persuasive and propaganda techniques used to influence readers ✓ (3.2.6.D.11)- Continue to demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature ✓ (3.2.6.D.11)-Continue to follow simple multiple steps in written instructions: read question first, find key words in questions, find key words in text, use information from text, map/web answer, reread information, and make the right choice (e.g. test prep materials) 	<ul style="list-style-type: none"> ✓ (3.1.6.H.2)-Select and use multiple sources to locate information relevant to research questions (e.g. research report) ✓ (3.1.4.H.6)-Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions 	<ul style="list-style-type: none"> ✓ (3.1.6.H.2)-Continue to select and use multiple sources to locate information relevant to research questions (e.g. research report) ✓ (3.1.4.H.6)-Continue to interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions 	
STUDY SKILLS					