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<tr>
<td>OPTION to TEST (RI 2.3 Assessment)</td>
<td>4 – 6 days</td>
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<td>3 – 5 days</td>
<td>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td>OPTION to TEST (RI 2.3 Assessment)</td>
<td>6 – 8 days</td>
</tr>
<tr>
<td>OPTION to TEST (Poetry)</td>
<td>2 – 4 days</td>
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<td>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
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<td>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</td>
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<td>RI.2.2 Recount stories, including fables and folktales from diverse cultures, determine their central message/theme, lesson, or moral.</td>
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<td>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.</td>
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<td>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</td>
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<td>2 – 3 days</td>
<td>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.</td>
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<td>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
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<td>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.</td>
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2017 New Jersey Learning Standards Scope and Sequence
Voorhees Township Second Grade

**Grammar**
- Follow Pearson Reading Street’s Grammar Skills each week, with the exception of:
  - Unit 1, Story 2 – Exploring Space – Subject
  - Unit 1, Story 3 – Henry and Mudge – Predicate
  - Unit 3, Story 2 – Dear Juno – Verb/Noun Agreement
  - Unit 3, Story 5 – A Weed Is a Flower – “To Be” (am, is, are, was, were)
  - Unit 6, Story 2 – Red, White, and Blue – Quotation Marks
  - Unit 6, Story 5 – Jingle Dancer – Indenting Paragraphs

**Phonics**
- Follow Pearson Reading Street’s Phonics Skills or Wilson’s Fundations Program for each week to cover foundational standards.

**Writing**
- Each school will follow their writing program to cover writing standards.
Unit 1

**RL.2.1 RI.2.1 (Answering questions)**

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- QAR PowerPoint; introduce different types of questions
- Read aloud *Ruby Bridges*
- Decide the type of question then answer

Ev.: participation; answer questions

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- PowerPoint to review different types of questions
- Assign kids-a-z story with text dependent questions

Ev.: complete sentences

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Read *Henry and Mudge*
- Answer text dependent questions

Ev.: answers

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- PowerPoint how to answer questions in complete sentences using words from the question
- Review *Henry and Mudge*
- Complete foldable; discuss types of questions and where to find the answer

Ev.: correct answers

**TEST:** Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Administer *The Deep Blue Sea (R.I 2.1 Assessment)*

Ev.: test scores

**RL.2.3 (Character Analysis)**

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- PowerPoint introducing ways to describe a character
- Use handout of adjectives to describe character, Angie, from U1W3D1 read aloud
- Complete character web

Ev.: description of main character
Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Read and discuss Iris and Walter; Describe Iris and how she changes from the beginning of the story to the end
Ev.: discussion

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Read and discuss Amazing Grace; Complete character analysis of Grace
Ev.: character web

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Read works passage
Ev.: comprehension scores

**RL.2.5 (Plot)**

Obj: SWBAT 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.
- Plot PowerPoint
- Read and discuss Ronald Morgan Goes to Bat or Tara and Tiree Fearless Friends
- Complete story map
Ev.: discussion

Obj: SWBAT 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.
- readinga-z.com lesson; Comprehension Skill Pack-plot; read passage and highlight key parts to answer plot questions
Ev.: highlighting

Obj: SWBAT 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.
- SmartBoard Lesson on plot
- Read Works Passage; Skill focus- Plot DI articles
Ev.: passage questions
Obj.: SWBAT 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.
- Read ____________________ (Fall themed picture book)
- Complete Candy Corn story elements activity DI (title, characters, and setting or beginning, middle, and end); This is a teachers pay teachers free resource.
Ev.: candy corn

TEST: Obj: SWBAT describe characters and the overall structure of a story.
- Administer Learning to Make Pizza Assessment (RL 2.5 Assessment)
Ev.: test scores

RI 2.6 (Author’s purpose)

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- www.readinga-z.com second/third grade reading comprehension pack persuade; model passage and passage practice
Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- www.readinga-z.com second/third grade comprehension skill pack inform; model passage and passage practice
Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- www.readinga-z.com second/third grade reading comprehension pack entertain; model passage and passage practice
Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- SmartBoard review of author’s purpose
- readworks passage
Ev.: passage scores

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- Nearpod or Powerpoint to review author’s purpose
- Author’s purpose scoot (teachers pay teachers)
Ev.: scoot answers

TEST: Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- Administer Life as a Chimpanzee (RI 2.6 Assessment)
Ev.: test scores

RI2.7 (Use clues from pictures and text to describe character, setting, plot)

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Read and discuss Turtle’s Race with Beaver; Use pictures and text to clarify events and setting
- Complete character flower from readinga-z.com (also includes setting and plot)
Ev.: discussion

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Read and discuss Amelia Bedelia; Use picture and context clues to understand Amelia’s actions
- Character profile
Ev.: discussion

*This standard is continuously addressed through daily instruction.

RI2.7 (Use of diagrams)

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.
- Use Space Walk (OL leveled reader) or Exploring the Galaxy (AL leveled reader)
- Use diagrams and images to clarify text
Ev.: discussion

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.
- Read and discuss Scholastic News article
- Complete follow up activities
Ev.: follow-up

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.
- Use www.readinga-z.com visual devices- steps in a process diagram as an example
- Create your own diagram (a follow-up to above lesson)
Ev.: independent diagram

*This standard is continuously addressed through content area instruction.
TEST: Obj.: SWBAT explain how illustrations and images contribute to and clarify a text.
- Administer Why are Cheetahs so Fast? (RI 2.7 Assessment)
Ev.: test scores

RI2.5 (text features)

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read Exploring Space and discuss importance of text features (headings, captions, etc.)
- Locate each text feature
Ev.: discussion

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read and discuss Scholastic News article
- Complete follow up activities
Ev.: follow-up

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read USA Turkey for Thanksgiving and discuss electronic menu functions
Ev.: discussion

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read aloud Animal Discoveries from readinga-z.com (Level O- also RI2.10)
- Complete comprehension quiz on text features independently
Ev.: comprehension scores
*This standard is continuously addressed through content area instruction.

TEST: Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Administer Keeping Warm in a Cold, Cold Place (RI 2.5 Assessment)
Ev.: test scores

RL2.10 (poetry at grade level text complexity)

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.
- www.brainpopjr.com poetry
- www.readinga-z.com lesson
Ev.: question set

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.
- Epic! App story- Finding the Rhyme in a Poem
- Read aloud text to learn different features of poetry
- Independent reading of other poems on Epic!
Ev.: discussion

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.
- readworks poem and question set
Ev.: question set

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.
- Superteacher.com poetry practice
Ev.: poetry practice

*Literature at grade level text complexity or above is addressed via read alouds and guided reading groups.*
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| 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. | • 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 | Pearson Reading Street  
• Henry and Mudge  
• Trifolds  
• Text dependent questions  
• Super Teacher Site Grade 2 Reading Comp. stories | • Literacy Program Assessments  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading Graphic Organizers |
| RL.2.3. Describe how characters in a story respond to major events and challenges using key details. | • 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 | Pearson Reading Street  
• Iris and Walter | |
| 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. | • 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 | Pearson Reading Street  
• Ronald Morgan  
or  
Tara & Tiree | |
| 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. | • Utilize information from illustrations, pictures and words from print or digital text  
• Explain how the illustration, pictures and words provide a clearer | Pearson Reading Street  
• Amelia Bedelia  
• Turtle’s Race | |
### RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

- Demonstrate good reading habits
- Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

- Super Teacher Website—poetry
- Brain Pop, Jr.
- EPIC
- Scholastic Book: Owl Moon
- Picture Books
- Reading A-Z membership includes stories/comp.

### Unit One Reading Informational Text Standards: Second Grade

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- Respond to questions asked to demonstrate understanding of key details  
- Utilize textual evidence to support thinking when asking and answering general questions | Pearson Reading Street  
- Exploring Space  
- A Walk in the Desert  
- Effective Questioning  
- Teacher Observation  
- Conferencing  
- Anecdotal Records  
- Rubrics/Checklists  
- Oral Responses  
- Response to Reading Graphic Organizers |
| **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. | - 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 | Pearson Reading Street  
- Exploring Space  
Scholastic News  
- USA Turkey for Thanksgiving | |
| **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | - Determine the text’s main purpose according to what the author wants the reader to know | Digital Read Works site [http://digital.readworks.org/](http://digital.readworks.org/)  
Guided Reading-Pearson/Scholastic leveled readers | |
| RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | • Utilize information from illustrations, diagrams or images from informational text.  
• Explain how illustrations, diagrams or images clarify the text | Pearson Reading Street Leveled Readers  
• Exploring the Galaxy (A)  
• Space Walk (OL) |
|---|---|---|
| RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed. | • Demonstrate good reading habits  
• Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band | As in previous standards  
Guided reading  
• Scholastic News  
• Newsela site- articles [https://newsela.com/](https://newsela.com/)  
• Picture Books  
• Reading A-Z [https://www.readinga-z.com/](https://www.readinga-z.com/) | Fresh Reads  
Running Records  
Socratic Circle |
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<td>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>- Utilize strategies for decoding two-syllable words in texts&lt;br&gt;- Utilize strategies for decoding irregularly-spelled words in texts</td>
<td>Wilson Fundations</td>
<td>Wilson Fundations Unit activities/evaluations</td>
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| 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) | 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. | - Understand grade-level text when reading<br>- Read grade-level text aloud, making minimal errors<br>- Use an appropriate rate when reading aloud<br>- Use appropriate expression and inflection when reading text aloud<br>- Use appropriate self-correction strategies to read words and for understanding<br>- Reread text to better understand what was read, when necessary | - Guided Reading<br>Fundations Probes<br>- Sounds<br>- Real words<br>- Nonsense words<br>- Phrases<br>- stories | Fresh Reads<br>Fundations Probes | Unit One Writing Standards:
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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. | - 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 | - Writer’s Workshop Unit 1  
- Zaner Bloser Six Traits Unit 1  
- 4 Square Writing  
- Authentic Literature Used as Models  
- Process Writing  
- Graphic Organizers  
- Writer’s Workshop  
- Teacher Modeling  
- Writing/Picture Prompts  
- Author’s Chair  
- Teacher/Student Conferences  
- Peer Conferences  
- Technology Resources  
- Mini-Lessons  
- Writing Exemplars | - Literacy Program Assessments  
- Teacher Observation/Questioning  
- Anecdotal Records  
- Writing Prompts  
- Writing Samples  
- Journals  
- Writing Portfolios  
- Daily Application of Mini-Lesson and Strategy Instruction  
- Rubrics/Checklists  
- Self-Assessments  
- Graphic Organizers  
- Teacher/Student Conferences |
| 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. | - 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 | - Writer’s Workshop Unit 1  
- Zaner Bloser Six Traits Unit 1  
- 4 Square 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. | - Publish writing both independently and with peers using digital tools  
- Use keyboarding techniques | - Writer’s Workshop Unit 1  
- Zaner Bloser Six Traits Unit 1  
- 4 Square Writing | |
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<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| 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. | • 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 | • Socratic Circle  
   • Turn and Talk  
   • Literature Circles  
   • Writer’s Workshop  
   • Read into the Circle  
   • Literacy Program Materials  
   • Literacy Discussion Groups  
   • Teacher Modeling  
   • Whole Class Discussions  
   • Small Group Discussions  
   • Morning Routine  
   • Think-Pair-Share  
   • Oral Presentations  
   • Role Play  
   • Read Aloud-Think Aloud  
   • Peer Conferencing  
   • Author's Chair  
   • Mini-Lessons  
   • Response Logs  
   • Graphic Organizers  
   • Technology Resources | • Literacy Program Assessments  
   • Rubric for Effective Oral Presentations  
   • Student Participation  
   • Personal Experience Sharing  
   • Student Think Alouds  
   • Anecdotal Records  
   • Listener’s/Speaker’s Checklists  
   • Self-Monitoring  
   • Teacher Observation/Checklists  
   • Teacher-Student Conferencing  
   • Oral/Written Responses  
   • Effective Questioning and Responses |
| 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). |                                                                                 |                                                          |                                                          |
| SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. |                                                                                 |                                                          |                                                          |
| SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion. |                                                                                 |                                                          |                                                          |
| SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | • 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 | • As listed above including:  
   Digital Resources:  
   • Ibooks  
   • See Saw App  
   • Explain Everything |                                                          |
| SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 | • Articulate ideas (both verbally and in writing) using complete sentences and ideas  
   • Provide details or clarifications when speaking as requested | • As listed above |                                                          |
<p>| Language standards 1 and 3 here for specific expectations. |   |   |   |</p>
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| L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.2.1.A. Use collective nouns (e.g., group).  
L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  
L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves). | • 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 | • Dictionary.com  
www.dictionary.com  
• Pearson Reading Street Unit 2 Grammar  
• Literacy Program Materials  
• Fundations  
• Authentic Literature as Models  
• Teacher Modeling  
• Writing Exemplars  
• Mini-Lessons  
• Response Logs/Journals  
• Technology Resources  
• Leveled Reading  
• Literacy Discussion Groups  
• Process Writing  
• Graphic Organizers  
• Rubrics  
• Shared Writing  
• Morning Routine  
• Word Work  
Handwriting Practice | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Cloze Activities  
• Writing/Picture Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics  
• Checklists  
• Self-Assessments  
• Graphic Organizers |
| L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L.2.2.A. Capitalize holidays, product names, and geographic names.  
L.2.2.E. Consult print and | • Demonstrate command of the conventions of standard English capitalization when writing  
• Utilize reference materials and resources to correct one’s own spelling | Pearson Reading Street  
• Unit 1 Weeks 1,4,5  
• Unit 2 week 2 (proper nouns) |
| digital resources, including beginning dictionaries, as needed to check and correct spellings. | • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English | • Writing Workshop lessons  
• Read alouds  
• Compare/contrast  
Pearson Reading Street  
• A Walk in the Desert  
• Trueflix book- Deserts |
|---|---|---|
| L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
L.2.3.A. Compare formal and informal uses of English | • 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 reference materials to determine or clarify the meaning of unknown and multiple-meaning words | • Homonyms  
Multiple meaning words  
Pearson Reading Street-  
• Unit 4 wk 2 pg 44-45  
• Unit 4 wk 4 pg 98-99  
• Unit 4 wk 5 pg 126-127 | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Cloze Activities  
• Writing/Picture Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics  
• Checklists  
• Self-Assessments  
• Graphic Organizers |
| 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.  
L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.  
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).  
L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |  |  |
| L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. | • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• Identify the connections of words to real-life experiences | • Vocabulary- Pearson reading Street  
• Lucy Caukins Writer’s Workshop Unit 1 vocabulary and author’s craft examples |
|---|---|---|
| L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). | • 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 | • Pearson Reading Street Unit 4 Grammar |
<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>
<table>
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<tr>
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</table>
| 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. | • 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) | • Text Dependent Questions  
• Reading A-Z (higher leveled text)  
• Novel choice  
• Turtle’s Race | • Literacy Program Assessments  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading Graphic Organizers |
| RL.2.3. Describe how characters in a story respond to major events and challenges using key details. | • Identify the characters in the story  
• Consider how characters are involved in a story  
• Identify key details in the story  
• Analyze their reactions to story events  
• Identify how the characters solve a problem or challenges | | • Pearson Reading Street-Brementown Musicians |
| 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. | • 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 | Pearson Reading Street  
• The Strongest One | • Readworks poetry  
• [http://www2.smarttutor.com](http://www2.smarttutor.com) |
<table>
<thead>
<tr>
<th>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.</th>
<th>RL.2.5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends</td>
<td></td>
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<tr>
<td>- Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end</td>
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<tr>
<td>• Pearson reading Street-Tara and Tiree</td>
<td></td>
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<tr>
<td>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.</td>
<td>RL.2.7:</td>
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<tr>
<td>- 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</td>
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<tr>
<td>• Pearson reading Street-Rosa &amp; Blanca</td>
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<tr>
<td>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</td>
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<tr>
<td>• Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band</td>
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<tr>
<td>• Readworks site- provides a variety of leveled text.</td>
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<td>• Scholastic Guided Reading</td>
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<td>• Pearson Leveled readers</td>
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<tr>
<td>• Scholastic site-Book Wizard will help you find books at lexile/GR level.</td>
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<tr>
<td>• Truflix <a href="http://tfx.grolier.com/r/title">http://tfx.grolier.com/r/title</a></td>
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<tr>
<td>Standard</td>
<td>How to Implement</td>
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</tr>
</tbody>
</table>
| 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). | • Pearson Leveled reader- Amazing Animals (A) Unit 2 Week 1.  
• Reading A-Z (higher leveled stories) |  |
| RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | • 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 | Pearson Reading Street-  
• Space Article  
• Desert Article  
• A Weed is a Flower |  |
| RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | • 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 | • Good reads app  
• Lily’s Purple Plastic purse Anansi Poem- Why Spiders Stick |  |
| RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, electronic menus, icons, etc. to) | • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to | • Pearl Wagner paired selection TE 340-341  
• Dear Juno paired |  |
<p>| RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | • Determine the text’s main purpose according to what the author wants the reader to know | • Scholastic News Pearson Leveled Reader-Sea Turtles at Risk U2W3 (A) |
| RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | • Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text. | • Pearson Leveled Reader-Insect or Arachnid (OL) U3W3 |
| RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed. | • Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band | • Lifecycle • Frogs • A Weed is a Flower • Josh Gibson • Novel choice • Reading A-Z (higher leveled text) |</p>
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</table>
| RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. | • 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 | • Wilson FUNdations Program Level 2  
• Wilson Fundations Program Level 2 Unit 5  
• Fundations- Trick Words | |
| RF.2.4. Read with sufficient accuracy and fluency to support comprehension. | • 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 | • All Reading Street  
• Running Records | |
readings.
RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
understand what was read, when necessary
<table>
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<tr>
<td><strong>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.</strong>&lt;br&gt;• Gather facts, choose best facts to use, and present facts in a clear sequence&lt;br&gt;• Include an introductory statement&lt;br&gt;• Describe order of events using transition words (e.g. first, next, then, last)&lt;br&gt;• Incorporate facts and definitions&lt;br&gt;• Use linking words (e.g., because, and, also)&lt;br&gt;End with a closing statement</td>
<td>Zaner Bloser- 6 Traits&lt;br&gt;Writer’s Workshop&lt;br&gt;Pearson Reading Street-&lt;br&gt;Tara and Tiree&lt;br&gt;Turtle’s Race (Pearson RS)&lt;br&gt;One Dark Night (Pearson RS)</td>
<td><strong>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.</strong>&lt;br&gt;• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar&lt;br&gt;• Utilize conferences, checklist sheets, and peer editing&lt;br&gt;Reflect on writing</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td><strong>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.</strong>&lt;br&gt;• Publish writing both independently and with peers using digital tools&lt;br&gt;Use keyboarding techniques</td>
<td></td>
<td><strong>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).</strong>&lt;br&gt;Understand their role as part of a team and the work they are required to accomplish</td>
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<td><strong>W.2.8. Recall information from experiences or gather information from provided sources to answer a</strong>&lt;br&gt;• Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to</td>
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<tr>
<td>question.</td>
<td>select key pieces of information that pertain to the research question</td>
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<td>• Take notes</td>
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</table>
| 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.  
  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).  
  SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  
  SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion. | • 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 | • Socratic Circle  
• Literature Circles  
• Journal Sharing | |
| SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent | • Demonstrate storytelling techniques  
• Report relevant facts and details about experience  
Provide clear thoughts and emotion | • Socratic Circle  
• Literature Circles  
• Journal Sharing | |
| 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. | • Utilize digital media to enhance ideas for meaning. Create visuals that emphasize chosen facts or details | • Socratic Circle  
• Literature Circles  
• Journal Sharing |
|---|---|---|
| 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.) | • Articulate ideas (both verbally and in writing) using complete sentences and ideas.  
• Provide details or clarifications when speaking as requested | • Socratic Circle  
• Literature Circles  
• Journal Sharing |
| 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. | • Utilize digital media to enhance ideas for meaning. Create visuals that emphasize chosen facts or details | • Socratic Circle  
• Literature Circles  
• Journal Sharing |
| 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.) | • Articulate ideas (both verbally and in writing) using complete sentences and ideas.  
• Provide details or clarifications when speaking as requested | • Socratic Circle  
• Literature Circles  
• Journal Sharing |
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</table>
| L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.2.1.A. Use collective nouns (e.g., group).  
L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.  
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). | • 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 | • Pearson Reading Street Unit 2- Nouns  
• Pearson Reading Street Unit 4- Adjectives and Adverbs  
• Authentic Literature/model  
• Pearson unit 6, Story 4, “Cowboys” grammar | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Cloze Activities  
• Writing/Picture Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics  
• Checklists  
• Self-Assessments  
• Graphic Organizers |
| L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L.2.2.A. Capitalize holidays, product names, and geographic names.  
L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives. | • Demonstrate command of the conventions of standard English capitalization when writing  
• Define and identify apostrophes in writing  
• Articulate the purpose and use of apostrophes  
• Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing  
• Identify common spelling patterns  
• Utilize common spelling | Pearson Reading Street  
• Iris & Walter-sentences  
• Ronald Morgan-Proper Nouns  
• A Turkey for Thanksgiving – Unit 2, w5 Possessive Nouns  
• Signmaker- Unit 5,w5- Contractions  
• Fundations- Phonics instruction |
<table>
<thead>
<tr>
<th>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</th>
<th>patterns when writing Utilize reference materials and resources to correct one's own spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</td>
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<tr>
<td>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English</td>
</tr>
<tr>
<td>L.2.3.A. Compare formal and informal uses of English</td>
<td></td>
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<tr>
<td>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.</td>
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<tr>
<td>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>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).</td>
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<tr>
<td>L.2.4.D. Use knowledge of the meaning of individual words</td>
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<tr>
<td>Pearson Reading Street- Unit 2</td>
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<tr>
<td>Spelling/ Fundations</td>
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<td>Pearson Reading Street</td>
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<td>Anansi Goes Fishing</td>
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<td>Apps:</td>
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<td>Dictionary.com</td>
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<td>Wordsmyth</td>
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<tr>
<td>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
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<tr>
<td>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</td>
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<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>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).</td>
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</tbody>
</table>

- 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

**Apps to share understanding:**
- ibooks
- Explain Everything
- See Saw journal/notes

**www.education.com**
- Teaching tools
- Common Core

**www.betterlesson.com**
- Browse standards
<table>
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</thead>
</table>
| 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. | • 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) | **Pearson Reading Street**  
• Quilt Story | • **Literacy Program Assessments**  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading Graphic Organizers |
| RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. | • Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables  
Determine lesson of the story | **Pearson Reading Street**  
• Anansi Goes Fishing  
• **Folktales/Fables/Plays**  
• Epic (search fairy tales, folk tales, and more) | |
| 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. | • 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 | **Pearson Reading Street**  
• I Like Where I Am | **Iris & Walter Poetry Collection** |
| 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. | • 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 | **Pearson Reading Street**  
• Helen Keller  
Scholastic Leveled Readers  
• A Girl Named Helen (Level K)  
• Reader’s Theater- Bremen Town play  
• Reading A-Z (search RL 2.6- character Point of View-My Life as a Cat & | |
| 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. | • 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 | Pearson Reading Street  
• Brementown Musicians  
• Scholastic Leveled Readers  
• Brementown Musicians (Level K)  
• Epic (search fairy tales, folk tales, and more) |
|---|---|---|
| RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed. | • Demonstrate good reading habits  
• Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band | • Super Teacher poetry  
• Leveled readers |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.1. Ask and answer such</td>
<td>• Utilize textual evidence to support thinking when asking and answering</td>
<td>• Scholastic News</td>
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<tr>
<td>questions as who, what, where,</td>
<td>general questions Create questions about an important idea within the text (using</td>
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<td>when, why, and how to</td>
<td>who, what, where when, why, and/or how)</td>
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<tr>
<td>demonstrate understanding of key</td>
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<tr>
<td>details in a text.</td>
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<tr>
<td>RI.2.2. Identify the main topic</td>
<td>• Identify the main idea and overall focus of a multi-paragraph text</td>
<td>Pearson Reading Street</td>
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<tr>
<td>of a multi-paragraph text as well as</td>
<td>• Determine the main idea of the text</td>
<td>• Firefighter</td>
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<tr>
<td>the focus of specific paragraphs</td>
<td>• Determine the important ideas in the text</td>
<td>Read Works Articles</td>
<td></td>
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<tr>
<td>within the text.</td>
<td>• Determine the details that lead to the main idea</td>
<td><a href="http://www.digitalreadworks.org">www.digitalreadworks.org</a></td>
<td></td>
</tr>
<tr>
<td>RI.2.3. Describe the connection</td>
<td>• Identify how different historical events, scientific ideas, or “how to”</td>
<td>Pearson Reading Street</td>
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<tr>
<td>between a series of historical</td>
<td>procedures link together in a text</td>
<td>• Frogs</td>
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<tr>
<td>events, scientific ideas or</td>
<td>• Identify text details, events, or ideas that are chronological or sequential</td>
<td>Leveled Readers- Pearson:</td>
<td></td>
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<tr>
<td>concepts, or steps in technical</td>
<td>• Retell chronological or sequential text details in the appropriate order</td>
<td>• Thomas Adams Invents</td>
<td></td>
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<tr>
<td>procedures in a text.</td>
<td>• Compare and contrast ideas from the text</td>
<td>Chewing Gum (OL) U3W5</td>
<td></td>
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<tr>
<td>RI.2.4. Determine the meaning of</td>
<td>• Analyze how words and phrases provide meaning to a poem, story, or song</td>
<td>Readworks poetry</td>
<td></td>
</tr>
<tr>
<td>words and phrases in a text</td>
<td>• Identify the parts of the poem that rhyme</td>
<td><a href="http://www.digitalreadworks.org">www.digitalreadworks.org</a></td>
<td></td>
</tr>
<tr>
<td>relevant to a grade 2 topic or</td>
<td>• Identify the parts of the poem that show the beat</td>
<td>• Super teacher site</td>
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<tr>
<td>subject area.</td>
<td>• Determine which part shows alliteration</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Define words and phrases</td>
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</tbody>
</table>
| Standard                                                                 | RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text. | • 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 | Pearson Reading Street Leveled readers:  
• Animal Helpers (A)U3W3 |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. | RL.2.9:  
• 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 | • Readworks- offers Paired Text  
• Epic  
(example: Search George Washington Carver matches Pearson’s A Weed is a Flower and Helen Keller matches Pearson’s Helen Keller story) | |
| RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed. | • Demonstrate good reading habits  
Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band | Pearson Reading Street Leveled readers- Guided reading | |
<table>
<thead>
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<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>• Identify typical vowel combinations &lt;br&gt;• Demonstrate ability to pronounce and spell words with vowel teams &lt;br&gt;• Utilize strategies for decoding words with affixes in texts &lt;br&gt;• Utilize strategies for decoding irregularly-spelled words in texts &lt;br&gt;• Determine if the word looks and sounds right and makes sense &lt;br&gt;• Search for chunks and say them &lt;br&gt;Focus on the beginning and/or end of the word and try again, when having difficulty</td>
<td><strong>Fundations Level 2</strong> Program to support phonics instruction. &lt;br&gt;Pearson Reading Street &lt;br&gt;• Spelling Component</td>
<td>Fundations Probes &lt;br&gt;• Sounds &lt;br&gt;• Real words &lt;br&gt;• Nonsense words &lt;br&gt;• Phrases &lt;br&gt;• Sentences &lt;br&gt;• Unit Assessments &lt;br&gt;Weekly Spelling Assessments</td>
</tr>
<tr>
<td>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</td>
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<td>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)</td>
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<tr>
<td>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</td>
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<tr>
<td>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>• Understand grade-level text when reading &lt;br&gt;• Read grade-level text aloud, making minimal errors &lt;br&gt;• Use an appropriate rate when reading aloud &lt;br&gt;• Use appropriate expression and inflection when reading text aloud &lt;br&gt;• Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary</td>
<td><strong>Fundations Level 2</strong> Program to support phonics instruction. &lt;br&gt;Pearson Reading Street &lt;br&gt;• Guided Reading using leveled texts &lt;br&gt;• Fresh reads &lt;br&gt;• Novel Study</td>
<td>Fundations Probes &lt;br&gt;• Sounds &lt;br&gt;• Real words &lt;br&gt;• Nonsense words &lt;br&gt;• Phrases &lt;br&gt;• Sentences &lt;br&gt;• Unit Assessments &lt;br&gt;• Fluency Assessments—various resources using a fluency rubric and maintaining fluency growth charts.</td>
</tr>
</tbody>
</table>
and understanding, rereading as necessary.
<table>
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</table>
| 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. | • 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. | • 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 | • Zaner Bloser 6 Traits Writing - Unit 2: Informative and Explanatory Writing HOW TO  
• Lucy Caukins Writer’s Workshop | |
| 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. | • 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 | • Zaner Bloser 6 Traits Writing - Unit 2: Informative and Explanatory Writing HOW TO | |
| W.2.6. With guidance and support from adults, use a variety of digital tools to produce | • Publish writing both independently and with peers using digital tools | • Zaner Bloser 6 Traits Writing - Unit 2: Informative and | |
and publish writing, including in collaboration with peers.

<table>
<thead>
<tr>
<th>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).</th>
<th>Use keyboarding techniques</th>
<th>Explainatory Writing HOW TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand their role as part of a team and the work they are required to accomplish</td>
<td>• Zaner Bloser 6 Traits Writing- Unit 2: Research Report</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take notes</td>
<td></td>
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<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
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</tbody>
</table>
| 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.  
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).  
SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  
SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion. | • 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 | • 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. | • 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.) | • Articulate ideas (both verbally and in writing) using complete sentences and ideas
Provide details or clarifications when speaking as requested |
### Unit Three Language Standards:
**Second Grade**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • 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 | Pearson Reading Street  
• Unit 2 Weeks 1-4 NOUNS  
• Unit 5- PRONOUNS  
Zaner Bloser 6 traits  
• Lessons/Grammar Games | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Cloze Activities  
• Writing/Picture Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics  
• Checklists  
• Self-Assessments  
• Graphic Organizers |
| L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |  | Pearson Reading Street Unit 3  
• Verbs |  |
| L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves). |  | Pearson reading Street Unit 5  
• Compound Sentences |  |
<p>| L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |  |  |  |
| L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. |  |  |  |
| 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>
<table>
<thead>
<tr>
<th>L.2.2.</th>
<th>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.2.B.</td>
<td>Use commas in greetings and closings of letters.</td>
</tr>
<tr>
<td>L.2.2.C.</td>
<td>Use an apostrophe to form contractions and frequently occurring possessives.</td>
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<tr>
<td>L.2.2.D.</td>
<td>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
</tr>
<tr>
<td>L.2.2.E.</td>
<td>Consult <strong>print and digital resources</strong>, including beginning dictionaries, as needed to check and correct spellings.</td>
</tr>
</tbody>
</table>

- 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
- Identify common spelling patterns
- Utilize common spelling patterns when writing
- Utilize reference materials and resources to correct one's own spelling

| Zaner Bloser 6 Traits Writing 4 Square Writing |
| Personal Narrative |
| Friendly Letter |

| Pearson Reading Street Unit 6 |
| Commas |
| Contractions (spelling) |

| Pearson Reading Street Unit 5 |
| Contractions (grammar) |

| Pearson Reading Street |
| Unit 2- Possessive Nouns |

**On-Line resources:**
- Spelling City.com
- Dictionary.com

<table>
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<tr>
<th>L.2.3.</th>
<th>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
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<tbody>
<tr>
<td>L.2.3.A.</td>
<td>Compare formal and informal uses of English</td>
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</table>

- Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English

| Read Alouds- Various Stories |
| Paired Texts |

<table>
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<tr>
<th>L.2.4.</th>
<th>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</th>
</tr>
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</table>

- 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

<p>| Pearson Reading Street |
| Unit 5 Spelling Week 1 &amp; 2 |</p>
<table>
<thead>
<tr>
<th>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).</th>
<th>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).</th>
<th>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives.</td>
<td>- Pearson unit 4 grammar Lessons</td>
</tr>
<tr>
<td>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).</td>
<td>- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)</td>
<td></td>
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<tr>
<td>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).</td>
<td>- Make purposeful language choices to communicate in an effective way Utilize adjectives and adverbs to describe where necessary</td>
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<tr>
<td>- Lucy Caukins Writer’s Workshop</td>
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<td>- 6 Traits Writing</td>
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<tr>
<td>- Pearson Reading Street-Unit 4- Adjectives and Adverbs</td>
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# Unit Four Reading Literature Standards:

## Second Grade

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<th>Assessments/Evidence</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. • Determine what lesson is the story teaching</td>
<td>Pearson Reading Street • Signmaker’s • Horace &amp; Morris • Novel Study</td>
<td>• Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading Graphic Organizers</td>
</tr>
<tr>
<td>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</td>
<td>• Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. • Determine what lesson is the story teaching</td>
<td>Pearson Reading Street- • Jingle Dancer</td>
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<tr>
<td>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.</td>
<td>• 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</td>
<td>Pearson Reading Street- • One Dark Night (Paired Reading) Super teacher site- poetry</td>
<td></td>
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<tr>
<td>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.</td>
<td>• 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</td>
<td>Chapter Books: • Amelia Bedelia</td>
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</tbody>
</table>
| 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. | **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** | Epic site- fairy tales, folk tales |
|---|---|---|
| RL.2.10 Read and comprehend literature, including stories and poetry, **at grade level text complexity or above**, with scaffolding as needed. | **Demonstrate good reading habits**  
**Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band** | **DEAR**  
**Novel Study**  
**GUIDED READING**  
**Super Teacher Poetry**  
**Pearson Leveled Readers.** |
<table>
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</table>
| 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) | DOGO Kids  
Scholastic News  
Truflix | |
| RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | • 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 | Pearson reading Street Unit 6 story: Red, White & Blue | |
| RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | • 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 | Pearson Reading Street  
• Lifecycle  
Pearson Leveled Readers:  
• Women in Baseball (OL)-U6W1  
• Ideas to Inventions (A)-U3W5 | |
| RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | • 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 | www.superteachers.com  
• Super Teachers Poetry  
Pearson Reading Street | |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.8.</td>
<td>Describe and identify the logical connections of how reasons support specific points the author makes in a text.</td>
<td>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.</td>
</tr>
<tr>
<td>RI.2.9.</td>
<td>Compare and contrast the most important points presented by two texts on the same topic.</td>
<td>Identify the most important points in two different texts on the same topic, Find similarities and differences in those points when reading texts on the same topic.</td>
</tr>
<tr>
<td>RI.2.10.</td>
<td>Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</td>
<td>Demonstrate good reading habits, Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band.</td>
</tr>
</tbody>
</table>
| RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. | • 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 |  |
| --- | --- | --- |
| RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) |  | Guided reading  
Shared/Paired reading  
Reader’s Theater |
| RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D) |  |  |
| RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E) |  |  |
| RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F) |  |  |
| RF.2.4. Read with sufficient accuracy and fluency to support comprehension. | • 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 |  |
<p>| 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. | text aloud |
| RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • Use appropriate self-correction strategies to read words and for understanding |
| | • Reread text to better understand what was read, when necessary |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• 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</td>
<td>Zaner Bloser- 6 Traits of Writing Lucy Caukins- Writer’s Workshop</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>• 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</td>
<td>Lucy Caukins- Writer’s Workshop Pearson reading Street-Grammar Zaner Bloser 6 traits Writing 4 Square Writing</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>• 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Action 1</td>
<td>Action 2</td>
</tr>
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<tr>
<td>W.2.6.</td>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>• Publish writing both independently and with peers using digital tools</td>
<td>• Use keyboarding techniques</td>
</tr>
<tr>
<td>W.2.7.</td>
<td>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).</td>
<td>• Understand their role as part of a team and the work they are required to accomplish</td>
<td></td>
</tr>
<tr>
<td>W.2.8.</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
<td>• 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</td>
<td>• Take notes</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
<td>Assessments/Evidence</td>
</tr>
<tr>
<td>----------</td>
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</tbody>
</table>
| 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. | • 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 | Guided Reading  
Literacy Discussion Groups | |
| SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented | • Demonstrate careful listening in order to describe or recount what they heard | | |
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.

- Ask questions and understand and answer questions asked of them 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.

- Utilize digital media to enhance ideas for meaning
- Create visuals that emphasize chosen facts or details
<table>
<thead>
<tr>
<th>Standard</th>
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<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • 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  
• 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 | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Cloze Activities  
• Writing/Picture Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics  
• Checklists  
• Self-Assessments  
• Graphic Organizers | |
<p>| L.2.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Use commas appropriate to offset greetings and closings in letters | | |</p>
<table>
<thead>
<tr>
<th>English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.2.B. Use commas in greetings and closings of letters.</td>
</tr>
<tr>
<td>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
</tr>
<tr>
<td>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify common spelling patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize common spelling patterns when writing</td>
</tr>
<tr>
<td>Utilize reference materials and resources to correct one’s own spelling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.3.A. Compare formal and informal uses of English</td>
</tr>
</tbody>
</table>

| Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English |

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
</tbody>
</table>

| 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 |
| 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). | multiple-meaning words |
| 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). |
| L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

<table>
<thead>
<tr>
<th>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

- 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).

| • 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 |
RL.2.3 (Character Analysis)

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- PowerPoint reviewing ways to describe a character
- Use handout of adjectives to describe character, Read aloud *Town Mouse, Country Mouse*
- Complete character web
Ev.: description of main character

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Read and discuss *Bremen Town Musicians*; Describe how the animals change from the beginning of the story to the end
Ev.: discussion

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Read and discuss *A Bad Case of the Stripes*; Describe how the main character changes from the beginning of the story to the end
Ev.: discussion

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Read and discuss *Chester’s Way*; Complete character analysis of Chester
Ev.: character web

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- Readinga-z passage
Ev.: comprehension scores

TEST: Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.
- **Administer Sneaky Bart assessment (RL2.3 Assessment)**
Ev.: test scores
**RI2.3 (Historical events, scientific ideas or concepts)**

- Read and discuss *A Weed is a Flower*
- Analyze George Washington Carver’s problems and life choices to succeed
- List his life’s accomplishments

**RI 2.6 (Author’s purpose)**

- SmartBoard review of author’s purpose
- Author’s Purpose sort; Use Scholastic book order flyers; Students cut and sort book images

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- [www.readinga-z.com](http://www.readinga-z.com) passage

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- [www.readinga-z.com](http://www.readinga-z.com) passage practice
- Kahoot to review author’s purpose
  Ev.: Kahoot answers

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.
- Read and discuss *A Walk in the Desert*
- Discuss author’s purpose and evidence from text to support answer
  Ev.: identification of author’s purpose

TEST: Obj.: SWBAT describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **Administer How is Silk Made? (RI2.3 Assessment)**
  Ev.: test scores

**RL2.4 and RI2.4 (Poetry; Determine meaning of words and phrases)**

Obj.: SWBAT describe how words and phrases supply rhythm and meaning in a story, song or poem.
- Read and analyze Shel Silverstein poetry
  Ev.: discussion

  Obj.: SWBAT describe how words and phrases supply rhythm and meaning in a story, song or poem.
  - Read and analyze *Lily’s Purple Plastic Purse*
  - List alliteration found in text
  Ev.: discussion

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.
- Super teacher worksheet- Spring Surprises
- Analyze and discuss poem
  Ev.: analysis of poem

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.
- [www.readinga-z.com](http://www.readinga-z.com) passage
  Ev.: passage practice

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.
- Epic! App: Read and discuss stories with new vocabulary
  Ev.: use of context clues
Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.
- Read and discuss Why Spiders Stick (Reading Street story after Anansi)
Ev.: participation

TEST: Obj.: SWBAT describe how words and phrases supply rhythm and meaning in a story, song or poem.
- Administer Pumpkin Hunt Assessment (SuperTeachers)
Ev.: test scores

RI2.5 (text features)

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read Pearl and Wagner paired selection (TE 340-341)
- Locate each text feature
Ev.: discussion

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read and discuss Scholastic News article
- Complete follow up activities
Ev.: follow-up

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Read Dear Juno paired selection
- Locate text features
Ev.: discussion

RI2.7 (Use of diagrams)

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.
- Use Insect or Arachnid (OL leveled reader)
- Use diagrams and images to clarify text
Ev.: discussion

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.
- Read and discuss Scholastic News article
- Complete follow up activities
Ev.: follow-up

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.
- T Use www.readinga-z.com visual devices- Model Rockets
- Follow up activity
  Ev.: independent diagram
TEST: Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.
- Administer What Do You Know About Honey Bees (RI 2.7 Assessment)
  Ev.: test scores

**RL 2.7 (Use clues from pictures and text to describe character, setting, plot)**

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Read and discuss Second Chances (from assessment binder); Use pictures and text to clarify events and setting
- Complete questions that follow
  Ev.: discussion

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Read and discuss Rosa and Blanca; Use picture and context clues to understand Amelia’s actions
  Ev: discussion

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Complete trifold for Rosa and Blanca
  Ev.: discussion

*This standard is continuously addressed through daily instruction.

**RL.2.5 (Plot)**

Obj.: SWBAT 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.
- Read and discuss Tara and Tiree
  Ev: discussion

Obj.: SWBAT 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.
- Complete story map for Tara and Tiree
  Ev.: story map
Obj.: SWBAT 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.
- 📚 readinga-z.com lesson; Comprehension Skill Pack-plot; read passage and highlight key parts to answer plot questions
Ev.: highlighting

Obj.: SWBAT 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.
- 📚 First Day at A New School (assessment binder)
Ev.: passage questions

TEST: Obj: SWBAT describe characters and the overall structure of a story.
- Administer Luis and the Puppy Assessment (RL 2.5 Assessment)
Ev.: test scores
<table>
<thead>
<tr>
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<th>Materials/Resources</th>
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</table>
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. | • Distinguish the base root from the affix  
• Identify and define common prefixes and suffixes  
• Identify and define common Latin suffixes  
• Decode words that have a Latin suffix  
• Use strategies to read multisyllable words  
• Read grade-appropriate irregularly spelled words | Weekly Spelling Patterns  
spelling city.com  
Watlke’s Web  
http://classroom.jc-schools.net/waltkek/Third%20Grade.html  
Rainbow Writing  
http://www.superteacherideas.com/spelling24-rainbow.html  
Word Sorts/Unscramble  
Sparkle Game  
http://www.superteacherideas.com/spelling7-sparkle8.html  
Soccer Spelling  
Spelling Center  
Word Building | Reading Street Spelling Assessments |
| appropriate irregularly spelled words. | Reading Rockets  
Reading Street Spelling Practice Book  
73 Ways to Practice Spelling  
http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf |
|----|----|
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  
RF.3.4.A. Read grade-level text with purpose and understanding.  
RF.3.4.B. Read grade-level prose and poetry orally with accuracy.  
RF.3.4.C.  
• Use various strategies to understand text and read with purpose  
• Accurately read grade-level poetry and prose aloud  
• Use an appropriate rate and expression when reading aloud  
• Use various strategies to support word | Choral Reading  
Partner Reading  
Leveled Readers  
Guided Reading  
Reading Street: p. 142-145  
Fluency checks  
Reading Street Stories Read Aloud  
Reading Street:  
Poetry page 142-145  
Common Core State Standards for ELA & Literacy – Appendix B: |
| Fluency Assessment Data -  
Grade 3 - End of year Target 95 - 120 WCPM |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RI.3.1. Ask and answer questions, and make relevant | - Closely read a text to demonstrate understanding  
- Make personal | mobymax.com  
readworks.org  
http://digital.readworks.org/ | |
connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>connections, make connections to other texts, and/or make global connections when relevant</th>
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<tbody>
<tr>
<td>• Refer to specific text to support answers and to craft questions</td>
</tr>
<tr>
<td>• Explicitly locate evidence in the text to support answers and to craft questions of a factual nature</td>
</tr>
<tr>
<td>• Answer and ask both factual questions and inferential questions that require reasoning from the reader.</td>
</tr>
</tbody>
</table>

nearpod.com

Peekaboo Studios

Sample Generic Text Dependent Questions for Informational Text:
* Key Ideas/Details
* Craft/Structure
* Integration of Knowledge/ Ideas

Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin)

Gold Rush Boomtowns (pair with Boom Town from Reading Street)

www.k12reader.com/worksheet/gold-rush-boomtowns/

Gold Rush Video

Reading Street: Money Long Ago p. 113

Reading Street: Tips for Saving Money p. 84-85

KWL Chart

Annotations Worksheet

Notability
|  | RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | • Determine central messages or main ideas in a text  
• Identify details to support the main idea  
• Analyze how the details of the text help to support and reveal the central idea or theme | All Texts  
Nearpod.com  
(Nearpod Lesson -Main Idea – Classroom Complete Press)  
digital.readworks.org  
Readworks.org  
Newsela.com/elementary |
|---|---|---|---|
|  | RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) | All Texts  
Context Clues- Reading Street Practice Book page 5  
mobymax.com - Vocabulary  
nearpod.com - Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880)  
readworks.org – Generic Vocabulary Worksheet Questions |
<table>
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<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate | • Closely read a text to demonstrate understanding  
• Make personal connections, | Graphic Organizer to record Thoughts  
Sample Generic Text  
Dependent Questions for Literary Text: | |
| **understanding of a text, referring explicitly to the text as the basis for the answers.** | make connections to other texts, and/or make global connections when relevant  
- Refer to specific text to support answers and to craft questions  
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature  
- Answer and ask both factual questions and inferential questions that require reasoning from the reader | *Key Ideas/Details  
*Craft/Structure  
*Integration of Knowledge/Ideas  

Reading Street:Boom Town – Character Traits graphic organizer  

Text-based Questions -Basal Alignment Project Questions for *Boom Town*  

Text-based Questions – Basal Alignment Project Questions for *What About Me?*  

Text-based Questions-Basal Alignment Project Questions for *Alexander, Who Used to Be Rich Last Sunday*  

Reading Street -Fresh Reads  

Find Evidence Pages-Highlighting  

Scavenger Hunts with page numbers  

Close Reading  

Bloom’s Taxonomy Revised |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and... | Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details. | Determine central messages or... | What About Me?
Text-based Questions – Basal Alignment Project Questions for What About Me?

Ming Lo Moves a Mountain

There Was An Old Lady… (patterns) |
explain how it is revealed through key details in the text.

<table>
<thead>
<tr>
<th>theme</th>
<th>Trickster Tales – Tortoise Tricks Leopard, Hare Tricks Lion, Coyote Places the Stars, The Teapot Badger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Why” Stories and Legends – Why Rabbit Has Long Ears and a Short Tail, Why Chickens and Hawks Are Enemies, How the Beetle Got Her Colors, How the Finch Got Her Colors, How Butterflies Came to Be, How Flying Fish Came to Be, The Five Water Spirits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RL.3.4. Determine the meaning of</th>
<th>• Demonstrate the ability to determine the</th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Waltke’s Web</td>
<td></td>
</tr>
<tr>
<td>words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)</td>
<td><a href="http://classroom.jc-schools.net/waltkek/Third%20Grade.html">http://classroom.jc-schools.net/waltkek/Third%20Grade.html</a></td>
</tr>
<tr>
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<tr>
<td>• Differentiate between literal and nonliteral language</td>
<td>Power Points for vocabulary</td>
<td>Multiple Meaning Words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mobymax.com - Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://spedellreadingstrategies.weebly.com/word-map.html">http://spedellreadingstrategies.weebly.com/word-map.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Street: Boom Town Practice pages 4-5, 14-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Waltke's Web Vocabulary PPT - <a href="http://classroom.jc-schools.net/waltkek/Third%20Grade.html">http://classroom.jc-schools.net/waltkek/Third%20Grade.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Strategies: 5 Ideas for Instructing Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>readworks.org – Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generic Questions Worksheet Word Map – Graphic Organizer</td>
</tr>
</tbody>
</table>
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | Establish the point of view of a text  
Determine how the reader’s point of view is different from the narrator’s or the characters  
Compare the reader’s point of view with the author’s point of view | **Third Grade Angels** by Jerry Spinelli  
Third Grade Angels Resource [https://www.teachingbooks.net/tb.cgi?tid=31901](https://www.teachingbooks.net/tb.cgi?tid=31901)  
*Amber Brown Is Not a Crayon* by Paula Danziger  
Reading Street: *Boom Town* – Amanda | Third Grade Angels Reading Assessment - Search [readworks.org](http://readworks.org) |
### Unit One Writing Standards:
#### Grade 3 Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. | • Distinguish fact from opinion  
• Group supporting details to support the writer’s purpose  
• Introduce the topic or text clearly  
• State an opinion to be supported with reasons  
• Write a thesis statement to focus the writing  
• Support the opinion with facts and/or reasons  
• Connect opinions with reasons using linking words and phrases  
• Write a conclusion | Writing Workshop for opinion writing  
Zaner-Bloser | Opinion Writing Assessment Prompt  
Opinion Rubric – ReadWriteThink.org  
Opinion Rubric |
| W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards) | • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Determine writing purpose (the writer’s designated reason for writing) | Zaner-Bloser  
Writing Workshop | Writing Rubric |

**Mentor Text:**  
**Ideas:** *Nothing Ever*
1-3 above.)

| Focus the organization and development of a topic to reflect the task and purpose | Happens on 90th Street by Roni Schotter |
| --- |
| **Organization:** Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst |
| **Voice:** Voices in the Park by Anthony Browne |

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. *(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)*

| Practice revising and editing skills |
| Change word choice and sentence structure in writing to strengthen the piece |
| Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing |
| Recognize spelling, grammar, and punctuation errors |
| Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |

| **Mentor Text:** |
| **Word Choice:** Owl Moon by Jane Yolen |
| **Sentence Fluency:** Winter is Coming by Tony Johnston |
| **Sentence Fluency:** Pond by Jim LaMarche |
| **Conventions:** |

| Editing Checklist for Self- and Peer Editing – WriteThink NCTE |
| Writing Rubric – WriteThink NCTE |
### W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others.

- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others

<table>
<thead>
<tr>
<th>Microsoft Word</th>
<th>Published Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Publisher</td>
<td>Blogging</td>
</tr>
<tr>
<td>Student Webpage</td>
<td></td>
</tr>
</tbody>
</table>

### W.3.7. Conduct short research projects that build knowledge about a topic.

- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

<table>
<thead>
<tr>
<th>Writing Workshop for research writing</th>
<th>Published Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaner-Bloser Rubric</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

### W.3.10. Write routinely over extended time frames (time for

- Produce numerous pieces of writing over various time frames

<table>
<thead>
<tr>
<th>Writing Process Steps</th>
<th>Published Work</th>
</tr>
</thead>
</table>

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**Punctuation Takes a Vacation by Robin Pulver**
research, reflection, metacognition/self-correction 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 skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html

Samples
Rubric

## Unit One Speaking and Listening Standards:
### Grade 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  
SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion  
SL.3.1.B. Follow agreed-upon norms for | - Engage in conversations about grade-appropriate topics and texts  
- Participate in a variety of rich, structured conversations  
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer  
- Engage in collaborative conversations  
- Develop skills in active listening and group | Reading Street: Audio Selections (see N Drive)  
Partner Reading  
Pebble Go.com  
Whole Class Discussion  
Collaborative Groups  
Literature Circles  
http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html | Teacher Observation  
Data Collection  
Self Assessment |
<table>
<thead>
<tr>
<th>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) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion</th>
<th>discussion</th>
<th>itethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4</th>
</tr>
</thead>
</table>
| SL.3.6. 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 here for specific expectations.) | **•** Speak in complete sentences  
**•** Adapt speech to task and situation  
**•** Use 3rd grade appropriate grammatically correct speech  
**•** Elaborate on a detail when necessary  
**•** Clarify ideas when necessary | Oral Book Report or Presentation  
Literature Circles  
Whole Class Discussion  
Collaborative Groups | Teacher Observation |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
   L.3.1.B. Form and use regular and irregular plural nouns.  
   L.3.1.C. Use abstract nouns (e.g., *childhood*). | • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences  
   • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences  
   • Differentiate between regular and irregular plural nouns  
   • Identify regular and irregular plural nouns in reading and use them when writing or speaking  
   • Identify abstract nouns  
   • Use abstract nouns when writing or speaking | Mad Libs  
   Frayer Model  
   Parts of Speech  
   Book Search  
   Create Chart  
   Reading Street Grammar  
   Zaner-Bloser Virtual File Cabinet | Writing Samples  
   Reading Street Worksheets  
   Zaner-Bloser Worksheets  
   Reading Street Cumulative Review Assessments |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
   L.3.2.A. Capitalize appropriate words in titles.  
   L.3.2.E. Use conventional rules for capitalization in titles. | • Identify the words in titles that should be capitalized  
   • Consistently apply rules for capitalization in titles  
   • Spell high frequency or studied words correctly | Zaner-Bloser Editing/Revising online  
   Opinion Writing  
   Research Writing | Writing Samples  
   Research Rubric  
   ReadWriteThink.org  
   Persuasion Rubric  
   ReadWriteThink.org |
<p>| L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words | Spell conventional words correctly when adding a suffix to base words | Reading Street Grammar Workbook | Reading Street Grammar Workbook |
| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | Identify spelling patterns and generalizations | Grammar Worksheets |  |
| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | Apply spelling patterns when writing words | <a href="https://www.worksheets.com/">https://www.worksheets.com/</a> |  |
| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | Determine the purpose and use of reference materials |  |  |
| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | Utilize reference materials to check and correct spelling, when needed |  |  |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of | Decipher the meanings of words and phrases by using sentence context | Online Dictionary | Work Samples |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of | Identify the purpose and use of glossaries and dictionaries | Online Thesaurus | Reading Street Worksheets |
| L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of | Determine the structure of glossaries and dictionaries | Multiple Meaning Word Activities |  |
| L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of | Use both print and digital glossaries and dictionaries to define and clarify words | <a href="https://freelanguages">https://freelanguages</a> tuff.com/multiple-meaning-words/ |  |</p>
<table>
<thead>
<tr>
<th>keywords and phrases.</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics  
Choose the most accurate word when describing actions, emotions, or states of being  
Choose the most accurate word when discussing a particular topic  
Use spatial and temporal relationship words and phrases | Transition Words  
Sequencing  
Zaner-Bloser – Six Traits – Word Choice | Rubric for Writing Samples |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.3. Know and apply grade-level phonics and word analysis skills in</td>
<td>• Distinguish the base root from the affix</td>
<td>Weekly Spelling Patterns</td>
<td>Reading Street</td>
</tr>
<tr>
<td>decoding words.</td>
<td>• Identify and define common prefixes and suffixes</td>
<td>spellingcity.com</td>
<td>Spelling Assessments</td>
</tr>
<tr>
<td>RF.3.3.A. Identify and know the meaning of the most common prefixes and</td>
<td>• Identify and define common prefixes and suffixes</td>
<td>Waltke’s Web spelling worksheets</td>
<td></td>
</tr>
<tr>
<td>derivational suffixes.</td>
<td>• Decode words that have a Latin suffix</td>
<td><a href="http://classroom.jc-schools.net/waltkek/Third%20Grade.html">http://classroom.jc-schools.net/waltkek/Third%20Grade.html</a></td>
<td></td>
</tr>
<tr>
<td>RF.3.3.B. Decode words with common Latin suffixes.</td>
<td>• Use strategies to read multisyllable words</td>
<td>Rainbow Writing</td>
<td></td>
</tr>
<tr>
<td>RF.3.3.C. Decode multisyllable words.</td>
<td>• Read grade-appropriate</td>
<td><a href="http://www.superteacherideas.com/spelling24-rainbow.html">http://www.superteacherideas.com/spelling24-rainbow.html</a></td>
<td></td>
</tr>
<tr>
<td>RF.3.3.D. Read grade-appropriate</td>
<td></td>
<td>Word Sorts/Unscramble</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sparkle Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.superteacherideas.com/spelling7-sparkleB.html">http://www.superteacherideas.com/spelling7-sparkleB.html</a></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Soccer Spelling</td>
<td></td>
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<td></td>
<td></td>
<td>Spelling Center</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Word Building</td>
<td></td>
</tr>
</tbody>
</table>
| irregularly spelled words. | irregularly spelled words | Reading Rockets http://www.readingrockets.org/article/root-words-roots-and-affixes  
Reading Street Spelling Practice Book**  
73 Ways to Practice Spelling http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf |  
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  
RF.3.4.A. Read grade-level text with purpose and understanding.  
RF.3.4.B. Read grade-level prose and poetry orally with accuracy.  
RF.3.4.C. Use an  
| | • Use various strategies to understand text and read with purpose  
• Accurately read grade-level poetry and prose aloud  
• Use an appropriate rate and expression when reading aloud | Readers’ Theater: ChocolateTouch https://www.teacherspayteachers.com/Product/The-Chocolate-Touch-Readers-Theater-216326  
Choral Reading  
Partner Reading  
Leveled Readers  
Guided Reading  
Reading Street: p. 272-275  
Fluency checks  
Reading Street Stories Read Aloud (see N Drive) | Fluency Assessment Data - Grade 3 - End of year Target 95 - 120 WCPM |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.1. Ask and answer questions,</td>
<td>• Closely read a text to mobymax.com readworks.org</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Two Reading Information Standards: Grade 3

- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

http://www.corestandards.org/assets/Appendix_B.pdf p. 43-45
and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Answer and ask both factual questions and

| And make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | demonstrations understanding
| http://digital.readworks.org/
| nearpod.com
| Peekaboo Studios
| Sample Generic Text Dependent Questions for Informational Text:
  * Key Ideas/Details
  * Craft/Structure
  * Integration of Knowledge/ Ideas
| Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin)
| https://www.teacherspayteachers.com/Product/Summer-Close-Reading-Summer-Activities-1232527
| KWL Chart
| Annotations Worksheet
| Notability
| Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf
| Text-based Questions – Basal Alignment Project Questions for Penguin Chick |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | • Determine central messages or main ideas in a text  
• Identify details to support the main idea  
• Analyze how the details of the text help to support and reveal the central idea or theme | All Texts  
nearpod.com  
(Nearpod Lesson -Main Idea – Classroom Complete Press)  
digital.readworks.org  
readworks.org  
https://newsela.com/elementary  
Penguin Chick-p150-167 Reading Street |
| RI.3.3. Describe the relationship between a series of historical events, scientific ideas or | • Closely read text to determine important events, ideas or concepts  
• Identify words that | William’s House p250-271 Reading Street (Cause/Effect)  
Cause/Effect Graphic Organizer  
BrainPop Jr (Cause/Effect)  
Cause/Effect Scoot –  
https://www.superteacherworksheets.com/causeeffect.html |
<table>
<thead>
<tr>
<th>concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</th>
<th>signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas</th>
<th>digital.readworks.org readworks.org</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.4. Determine the meaning of general</td>
<td>• Demonstrate the ability to determine</td>
<td>All Texts</td>
</tr>
</tbody>
</table>
| academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) | Context Clues- Reading Street Practice Book pages 55, 65, 85, and 95
Mobymax.com - Vocabulary
Nearpod.com Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880)
readworks.org – Vocabulary Questions Generic Worksheet
Word Map – Graphic Organizer ReadWriteThink.org
http://www.readwritethink.org/search/?resource_type=18&type=34

| RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Identify the unique features and organization of information in a text (text features, and search tools) | Reading Street page 194-197 What is a Weed?
Scholastic News
http://classroommagazines.scholastic.com/Landing-Pages/subscribers?esp=CM/ps/20160501//other/SN_LP_TEST/Subscriber////////
Time for Kids
http://www.timeforkids.com/ -
Digital ReadWorks –
https://digital.readworks.org/
| RI.3.6. Distinguish their own point of view from that of the author of a text. | • Establish the point of view of a text | digital.readworks.org |
| | • Determine how the reader’s point of view is different from the narrator’s or the characters | Venn Diagram/Venn App |
| | • Compare the reader’s point of view with the author’s point of view | https://newsela.com/elementary |
| | | mobymax.com |
| RI.3.7. Use information gained from | • Examine various text features | Reading Street pages 170-173 (Plants) |
| | | Epic |
| Text Features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) | (maps, diagrams, photos, audios) to understand specific information in the text
- Synthesize the various text features and the text itself to understand the ideas in the text
- Explain how the different text features aid understanding | readworks.org
digital.readworks.org
mobymax.com - Reading Skills Informational/Science/Social Studies |

| RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a) | Make a clear link between sentences and paragraphs when reading informational text
- Explain how ideas in a text are connected | readworks.org
digital.readworks.org
mobymax.com - Reading Skills Informational |
<table>
<thead>
<tr>
<th>Sequence to support specific points the author makes in a text.</th>
<th>using language referring to the organization of ideas (time order, comparison, cause/effect, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify words that signify a relationship between ideas</td>
<td>• Use the relationships between ideas to describe how an author supports specific points</td>
</tr>
<tr>
<td>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and</td>
<td>• Closely read the text to identify the important details of a text</td>
</tr>
<tr>
<td></td>
<td>• Find similarities</td>
</tr>
<tr>
<td></td>
<td>ReadWriteThink.org - <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html?tab=4</a></td>
</tr>
</tbody>
</table>
background knowledge) the most important points and key details presented in two texts on the same topic.

• Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)

Reading Street William’s House p250-271

<table>
<thead>
<tr>
<th>Unit Two Reading Literature Standards: Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>RL.3.1. Ask and answer questions, and make relevant connections to</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>demonstration of understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>connections, make connections to other texts, and/or make global connections when relevant</td>
</tr>
<tr>
<td>• Refer to specific text to support answers and to craft questions</td>
</tr>
<tr>
<td>• Explicitly locate evidence in the text to support answers and to craft questions of a factual nature</td>
</tr>
<tr>
<td>• Answer and ask both factual questions and inferential questions that require reasoning from the reader</td>
</tr>
<tr>
<td>Novel-Study-194406 Novel Study (free)</td>
</tr>
<tr>
<td>Graphic Organizer to record Thoughts</td>
</tr>
<tr>
<td>Sample Generic Text Dependent Questions for Literary Text:</td>
</tr>
<tr>
<td>*Key Ideas/Details</td>
</tr>
<tr>
<td>*Craft/Structure</td>
</tr>
<tr>
<td>*Integration of Knowledge/Ideas (See Handout Unit 1)</td>
</tr>
<tr>
<td>Reading Street -Fresh Reads</td>
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<tr>
<td>Text-based Questions – Basal Alignment Project Questions for Tops and Bottoms</td>
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<tr>
<td>Text-based Questions – Basal Alignment Project Questions for William’s House</td>
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<tr>
<td>Text-based Questions – Basal Alignment Project Questions for A Day’s Work</td>
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<tr>
<td>Find Evidence Pages-Highlighting</td>
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<tr>
<td>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details</td>
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<tr>
<td>Scavenger Hunts with page numbers</td>
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| | | | | Fables (Aesop)Online http://www.storyit.com/Classics/Sto
<table>
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<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion. | • Organize information to support the topic  
• Introduce a topic  
• Write a thesis statement to focus writing  
• Use text features to support the topic, when appropriate  
• Select details that appropriate support the development of the topic  
• Link ideas by using transitional words and phrases  
Write a conclusion to close the writing | Compare/Contrast Presidents: Fun Facts US Presidents http://www.fun-facts.org.uk/american-presidents/american-presidents.htm  
Washington Videos https://www.teachervision.com/presidents-day/george-washington-videos-activities#prettyPhoto  
Lincoln Videos https://www.teachervision.com/presidents-day/abraham-lincoln-videos-activities | Washington’s Biography |
<table>
<thead>
<tr>
<th><strong>W.3.4.</strong> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</th>
<th><strong>W.3.5.</strong> With guidance and support</th>
</tr>
</thead>
</table>
| • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Determine writing purpose (the writer’s designated reason for writing)  
• Focus the organization and development of a topic to reflect the task and purpose | • Practice revising and editing skills |  
|  |  | Zaner-Bloser  
|  |  | Writing Workshop  
|  |  | Zaner-Bloser  
|  |  | Research Rubric  
|  |  | (Ducksters)  
|  |  | http://www.ducksters.com/biography/uspresidents/georgewashington.php  
|  |  | Lincoln’s Biogragphy  
|  |  | (Ducksters)  
|  |  | Penguin Research: Animals A-Z  
|  |  | https://a-z-animals.com/search/  
|  |  | World of Penguins  
|  |  | http://www.penguins-world.com/types-of-penguins/  

from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

| W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others. | • Change word choice and sentence structure in writing to strengthen the piece  
• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors  
Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | Writing Workshop | https://www2.uwstout.edu/content/profdev/rubrics/elemresearchrubric.html |

| W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | • Develop strategies with peers and adults to use digital tools  
• Use technology for producing and publishing writing  
Use technology to collaborate with others | Microsoft Word  
Microsoft Publisher  
Blogging  
Student Webpage | Compare/Contrast Presidents: Fun Facts US Presidents  
http://www.fun-facts.org.uk/american-presidents/american-presidents.htm  
Washington Videos  
https://www.teachervision.com/presidents-day/george-washington-
- Connect new information learned online with offline sources
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources

| videos-activities#prettyPhoto | Lincoln Videos  
https://www.teachervision.com/presidents-day/abraham-lincoln-videos-activities |
|--------------------------------|--------------------------------------------------------------------------------|
| Lincoln’s Biogragh  
(Ducksters)  
http://www.ducksters.com/biography/uspresidents/georgewashington.php |
| Lincoln’s Biogragh  
(Ducksters)  
| Penguin Research:  
Animals A-Z  
https://a-z-animals.com/search/ |
| World of Penguins  
http://www.penguins-world.com/types-of-penguins/ |
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Writing Process Steps
http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html

Published Work Samples
Rubric

Unit Two Speaking and Listening Standards:
Grade 3

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<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
</table>
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor) | - Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations
- Develop skills in active listening and group discussion | Reading Street: Audio Selections (see N Drive)
Partner Reading
Pebble Go.com
Whole Class Discussion
Collaborative Groups
Literature Circles
http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-
| Teacher Observation
Data Collection
Self Assessment |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Objective</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.3.1.C</td>
<td>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</td>
<td>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</td>
</tr>
<tr>
<td>SL.3.2</td>
<td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Determine the main idea of a text read aloud, Determine the supporting details for a text read aloud, Determine the main ideas and supporting details of information presented in multiple formats</td>
</tr>
<tr>
<td>SL.3.3</td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>Listen carefully to what a speaker says, Ask questions to clarify what was heard, Elaborate and provide details to build upon the speaker's</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
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<tr>
<td>SL.3.6. 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 here for specific expectations.)</td>
<td>• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary</td>
<td>Oral Book Report or Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole Class Discussion Collaborative Groups</td>
</tr>
<tr>
<td><strong>Unit Two Language Standards:</strong> Grade 3</td>
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</tr>
<tr>
<td><strong>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td>• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences. • Differentiate between regular and irregular plural nouns. • Identify regular and irregular plural nouns in reading and use them when writing or speaking.</td>
<td>Mad Libs Frayer Model Parts of Speech Book Search Create Chart Reading Street Grammar Zaner-Bloser Virtual File Cabinet</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Resources</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L.3.2.B. Capitalize appropriate words in titles.  
L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  
L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words  
L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | • Spell high frequency or studied words correctly  
• Spell conventional words correctly when adding a suffix to base words  
• Identify spelling patterns and generalizations  
• Apply spelling patterns when writing words  
• Determine the purpose and use of reference materials  
• Utilize reference materials to check and correct spelling, when needed | Zaner-Bloser  
Editing/Revising online  
Opinion Writing  
Research Writing  
Reading Street Grammar Workbook  
Grammar Worksheets  
https://www.worksheets.com/  
Writing Samples  
Research Rubric  
Opinion Rubric  
Reading Street Grammar Workbook |
| L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
L.3.3.A. Choose words and phrases for effect  
L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English | • Purposefully select words or phrases to create effect when writing or speaking  
• Identify similarities and differences between spoken and written English  
• Acknowledge those differences when writing and speaking | Zaner-Bloser  
Writing Workshop |
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words

<table>
<thead>
<tr>
<th>Online Dictionary</th>
<th>Online Thesaurus</th>
<th>Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Meaning Word Activities</td>
<td><a href="https://freelanguagestuff.com/multiple-meaning-words/">https://freelanguagestuff.com/multiple-meaning-words/</a></td>
<td>Reading Street Worksheets</td>
</tr>
</tbody>
</table>

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal

<table>
<thead>
<tr>
<th>Transition Words</th>
<th>Sequencing</th>
<th>Rubric for Writing Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaner-Bloser – Six Traits – Word Choice</td>
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<tr>
<td>relationship words and phrases</td>
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<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
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</tr>
<tr>
<td>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. <strong>RF.3.3.A.</strong> Identify and define common prefixes and derivational suffixes. <strong>RF.3.3.B.</strong> Decode words with common Latin suffixes. <strong>RF.3.3.C.</strong> Decode multisyllable words. <strong>RF.3.3.D.</strong> Read grade-appropriate irregularly spelled words.</td>
<td>• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words</td>
<td>Weekly Spelling Patterns spellingcity.com</td>
</tr>
</tbody>
</table>

**Weekly Spelling Patterns**

spellingcity.com

**Waltke’s Web spelling worksheets**
http://classroom.jc-schools.net/waltkek/Third%20Grade.html

**Rainbow Writing**
http://www.superteacherideas.com/spelling24-rainbow.html

**Word Sorts/Unscramble**

**Sparkle Game**
http://www.superteacherideas.com/spelling7-sparkleB.html

**Soccer Spelling**
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. | Spelling Center |
| RF.3.4.A. Read grade-level text with purpose and understanding. | Word Building |
| RF.3.4.B. Read grade-level prose and poetry orally with accuracy. | Reading Rockets |
| RF.3.4.C. Use an appropriate rate while | http://www.readingrockets.org/article/root-words-roots-and-affixes |
| Use various strategies to understand text and read with purpose | Reading Street Spelling |
| Accurately read grade-level poetry and prose aloud | Practice Book |
| Use an appropriate rate and expression when reading aloud | 73 Ways to Practice Spelling |
| Use various strategies to support word recognition and understanding | http://www.summithill.org/Uploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf |
| Reread texts when appropriate to support increased accuracy, fluency, and comprehension | |

Choral Reading
Partner Reading
Leveled Readers
Guided Reading
Reading Street: p. 272-275
Fluency checks
Reading Street Stories Read Aloud (see N Drive)

Fluency Assessment Data
- Grade 3 - End of year
  Target 95 - 120 WCPM
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RI.3.1. Ask and answer questions, and make **relevant connections** to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Closely read a text to demonstrate understanding  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Refer to specific text to support answers and to craft questions  
• Explicitly locate evidence in the text to support answers and to craft questions of a factual nature  
• Answer and ask both factual questions and inferential questions that require reasoning from the reader. | mobymax.com  
readworks.org  
http://digital.readworks.org/  
nearpod.com  
Peekaboo Studios | Sample Generic Text Dependent Questions for Informational Text:  
*Key Ideas/Details (See Unit 2 Handouts)  
*Craft/Structure  
*Integration of Knowledge/ Ideas  
Common Core State Standards for ELA & Literacy – Appendix B:  
http://www.corestandards.org/assets/Appendix_B.pdf  
p. 43-45 |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | Summer Close Reading: Nonfiction (Teachers pay Teachers-made by Jessica Tobin)  
https://www.teacherspayteachers.com/Product/Summer-Close-Reading-Summer-Activities-1232527  
KWL Chart  
Annotations Worksheet  
Notability  
Common Core State Standards for ELA & Literacy – Appendix B:  
http://www.corestandards.org/assets/Appendix_B.pdf  
Text-based Questions – Basal Alignment Project  
Questions for Penguin Chick (See Unit 2 Handout)  | All Texts  
nearpod.com  
(Nearpod Lesson -Main Idea – Classroom Complete Press)  
digital.readworks.org  
readworks.org  
https://newsela.com/elementary |
|---|---|---|
|  • Determine central messages or main ideas in a text  
  • Identify details to support the main idea  
  • Analyze how the details of the text help to support and reveal the central idea or theme |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments /Evidence</th>
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</thead>
</table>
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Closely read a text to demonstrate understanding  
Make personal connections, make connections to other texts, and/or make global connections when relevant  
Refer to specific text to support answers and to craft questions  
Explicitly locate evidence in the text to support answers and to craft questions of a factual nature  
Answer and ask both factual questions and inferential questions that require reasoning from the reader | Novel: Charlotte’s Web  
Charlotte’s Web Unit  
Charlotte’s Web Resources  
http://www.cape.k12.mo.us/Blanchard/hicks/Reading%20Pages/Charlotte%27s%20Web/Charlottes_Web.htm | Graphic Organizer to record Thoughts  
Sample Generic Text Dependent Questions for Literary Text:  
*Key Ideas/Details  
*Craft/Structure  
*Integration of Knowledge/Ideas  
Reading Street - Fresh Reads  
Text-based Questions – Basal Alignment Project Questions for
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<th>The Gardener</th>
<th>Text-based Questions – Basal Alignment Project Questions for Symphony of Whales</th>
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<td>Charlotte’s Web Novel</td>
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<td>Find Evidence Pages-Highlighting</td>
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<tr>
<td>Scavenger Hunts with page numbers</td>
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<tr>
<td>Close Reading</td>
<td></td>
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<td>Bloom’s Taxonomy Revised</td>
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<td>readworks.org</td>
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<td>digital.readworks.org</td>
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<tr>
<td>mobymax.com</td>
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<tr>
<td>PeekaBoo Studios App</td>
<td></td>
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<tr>
<td>Inferencing Clues App</td>
<td></td>
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<tr>
<td>Common Core State Standards for ELA &amp; Literacy – Appendix B: <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a> p. 37-43</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>RL.3.2.Recount stories, including fables,</th>
<th>Closely read stories, including fables, folktales, and myths from diverse</th>
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<td>Reading Street-Catch it and Run (Myth) pages 322-329</td>
</tr>
</tbody>
</table>
| folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | cultures, noting key details  
• Determine central messages or theme  
• Identify patterns in details | Reading Street-read works.org  
Fables (Aesop)Online  
http://www.storyit.com/Classics/Stories/aesop.htm |
|---|---|---|
| RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. | Closely read text to determine the important events, ideas, or concepts  
• Identify the main characters in a story  
• Describe the characters using literal and inferential story details  
• Analyze how the actions of characters influence the story events | Charlotte’s Web Novel  
Charlotte’s Web: A Story about Friendship  
Charlotte’s Web Unit  
Charlotte’s Web Resources  
http://www.cape.k12.mo.us/Blanchard/hicks/Reading%20Pages/Charlotte%27s%20Web/Charlottes_Web.htm  
Setting Power Point  
www.ereadingworksheets.com/reading-comprehension.../setting-lesson-01.ppt  
Setting and Character |
<table>
<thead>
<tr>
<th>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</th>
</tr>
</thead>
</table>
| • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)  
• Differentiate between literal and nonliteral language |
| Character Traits Game  
Reading Street- Symphony of Whales pages 358-373  
Reading Street - The Gardener pages 284-297 |
| Context Clues  
Waltke’s Web  
http://classroom.jc-schools.net/waltke/Third%20Grade.html  
Power Points for vocabulary  
Multiple Meaning Words  
Moby Max Vocabulary  
Word Maps  
Waltke’s Web Vocabulary PPT  
http://classroom.jc-schools.net/waltke/Third%20Grade.html  
Teaching Strategies: 5 Ideas for Instructing Vocabulary  
readworks.org – Vocabulary |
<table>
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<tr>
<th>Standard</th>
<th>Description</th>
<th>Artifact/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.5</td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td>Generic Questions Worksheet Word Map – Graphic Organizer ReadWriteThink.org</td>
</tr>
</tbody>
</table>
|          | • Describe how various parts build on one another not only in stories, but in dramas and poems  
• Identify the parts of this story (chapters, stanzas, scenes)  
• Determine how the parts of a story are connected or organized (time order, topic) | Readers’ Theater Charlotte’s Web http://teacherweb.com/CA/CreeksideElementarySchool/Manning/Charlottes-Web-play-2014.pdf  
Reading Street – Pushing Up the Sky pages 308-319 |
| RL.3.6   | Distinguish their own point of view from that of the narrator or those of the characters. | Charlotte’s Web  
Reading Street: The Gardener pages 284-297 |
|          | • Establish the point of view of a text  
• Determine how the reader’s point of view is different from the narrator’s or the characters  
• Compare the reader’s point of view with the author’s point of view | |
| RL.3.7   | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | Reading Street- Symphony of Whales pages 358-373  
Reading Street - The Gardener pages 284-297  
Setting Power Point |
|          | • Synthesize pictures and written text to better understand a text  
• Examine the relation to the illustrations and the text  
• Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters  
• Identify the mood of a text  
• Interpret what the illustrations tell a reader about the mood  
• Determine how the pictures help clarify the description of the mood | |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
</table>
| RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | • Use a variety of sources to access previous information to compare, contrast, and reflect on texts  
• Identify similarities and differences in books with the same author and characters  
• Determine the central message, theme, lesson, and/or moral of the stories  
• Identify similarities and differences in the central message of the texts  
• Reflect on how the text details, characters, and central messages are alike and different | Reading Street - The Gardener pages 284-297 – by Sarah Stewart  
The Quiet Place – by Sarah Stewart  
YouTube The Quiet Place  
https://www.youtube.com/watch?v=OTUExW5mzq0 |  |
| W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.  
W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | • Organize ideas for a narrative  
• Engage the reader with a story hook  
• Establish a situation or story background  
• Establish a narrator and/or characters for the story  
• Present an organized sequence of events  
• Use various narrative techniques to develop the characters and the plot  
• Incorporate vivid details to tell the story  
• Establish chronology by using appropriate transitional words and phrases  
Bring the story to a close | Zaner-Bloser  
Writing Workshop  
Narrative Writing Power Point  
Narrative Writing Rubric |  |
<table>
<thead>
<tr>
<th>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
</tr>
</tbody>
</table>
| • Produce writing that is clear and understandable to the reader  
  • Unpack writing tasks (type of writing assignment)  
  • Determine writing purpose (the writer's designated reason for writing)  
  • Focus the organization and development of a topic to reflect the task and purpose |
| Zaner-Bloser Writing Workshop |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing |
| • Practice revising and editing skills  
  • Change word choice and sentence structure in writing to strengthen the piece |
| Zaner-Bloser Writing Workshop |
| Narrative Writing Rubric |
| as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors  
  Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |  |
| --- | --- | --- |
| W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others. | • Develop strategies with peers and adults to use digital tools  
• Use technology for producing and publishing writing  
  Use technology to collaborate with others | Microsoft Word  
Microsoft Publisher  
Blogging  
Student Webpage |
| ( Select at least one) W.3.7. (Choice) Conduct short research projects that build knowledge about a topic.  
  Or:  
W.3.8. Recall information from experiences or gather information from print and digital sources | • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic  
• Gather information to support a topic  
• Select relevant information from texts to support main ideas or claims  
• Group like ideas to organize writing  
  Or:  
•  
•  
• Locate information from print and digital sources | Writing Workshop for research writing  
Zaner-Bloser | Published Work Samples  
Zaner-Bloser Rubric  
http://www.readwritethink.org/files/resources/l
| Information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | • Integrate information from personal experiences  
• Take notes and organize information into categories provided by the teacher  
• Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes  
• Thoughtfully choose online sources  
• Select the information needed from each source  
• Connect new information learned online with offline sources  
• Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources | W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | • Produce numerous pieces of writing over various time frames  
• Develop skills in research  
• Reflection on and revise writing  
• Self-correct when writing to produce a clearer message  
• Purposefully explain choices made while writing  
• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | Writing Process Steps http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html |
# Unit Three Speaking and Listening Standards:
## Grade 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. | - Engage in conversations about grade-appropriate topics and texts  
- Participate in a variety of rich, structured conversations  
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer  
- Engage in collaborative conversations  
- Develop skills in active listening and group discussion | Reading Street: Audio Selections (see N Drive)  
Partner Reading  
Pebble Go.com  
Whole Class Discussion  
Collaborative Groups  
Data Collection  
Self Assessment |
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.3.1.C.</td>
<td>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>Read Aloud brainpop.com (main idea) Main Idea Smart Notebook <a href="http://exchange.smarttech.com/search.html?q=finding+the+main+idea+and+details&amp;subject=All+subjects&amp;grade=All+grades&amp;region=en_US">http://exchange.smarttech.com/search.html?q=finding+the+main+idea+and+details&amp;subject=All+subjects&amp;grade=All+grades&amp;region=en_US</a></td>
</tr>
<tr>
<td>SL.3.1.D.</td>
<td>Explain their own ideas and understanding in light of the discussion.</td>
<td></td>
</tr>
<tr>
<td>SL.3.2</td>
<td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td></td>
</tr>
<tr>
<td>SL.3.4</td>
<td>Report on a topic or text, telling a story.</td>
<td></td>
</tr>
</tbody>
</table>
topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

or recounting an event in an organized, logical manner
- Use relevant facts and descriptive details that add to the reporting of a topic or event
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions

SL.3.6. 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 here for specific expectations.)

- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1. Demonstrate command of the conventions of</td>
<td>Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences</td>
<td>Mad Libs, Frayer Model</td>
<td>Writing Samples</td>
</tr>
</tbody>
</table>

Unit Three Language Standards:
Grade 3

Oral Book Report or Presentation
Literature Circles

Whole Class Discussion
Collaborative Groups

Teacher Observation
| Standard English grammar and usage when writing or speaking. | • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences  
L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  
L.3.1.H. Use coordinating and subordinating conjunctions. | Parts of Speech Book  
Search  
Create Chart  
Reading Street Grammar  
Zaner-Bloser Virtual File Cabinet | Reading Street  
Worksheets  
Zaner-Bloser  
Worksheets  
Reading Street  
Cumulative Review  
Assessments |
|---|---|---|---|
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L.3.2.C. Use commas and | • Apply comma and quotation mark rules and format when writing dialogue  
• Spell high frequency or studied words correctly  
• Spell conventional words correctly when adding a suffix to base words  
• Identify spelling patterns and generalizations  
• Apply spelling patterns when writing | Zaner-Bloser  
Editing/Revising online  
Opinion Writing  
Research Writing  
Reading Street Grammar Workbook | Writing Samples  
Research Rubric  
Opinion Rubric |
| L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) | • Determine the purpose and use of reference materials  
• Utilize reference materials to check and correct spelling, when needed | Grammar Worksheets  
https://www.worksheetworks.com/ | Reading Street Grammar Workbook |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</td>
<td></td>
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<tr>
<td>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</td>
<td></td>
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</tr>
</tbody>
</table>
| L.3.4. Determine or clarify the meaning of unknown and multiple- | • Decipher the meanings of words and phrases by using sentence context  
• Identify root words in unknown words | Online Dictionary  
Online Thesaurus | Work Samples  
Reading Street |
<p>| quotation marked words in dialogue |  |  |  |</p>
<table>
<thead>
<tr>
<th>Meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</th>
<th>Use known root words to aid in defining unknown words</th>
<th>Multiple Meaning Word Activities <a href="https://freelanguagestuff.com/">https://freelanguagestuff.com/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>Identify the purpose and use of glossaries and dictionaries</td>
<td>Worksheets</td>
</tr>
<tr>
<td>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
<td>Determine the structure of glossaries and dictionaries</td>
<td></td>
</tr>
<tr>
<td>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</td>
<td>Use both print and digital glossaries and dictionaries to define and clarify words</td>
<td></td>
</tr>
</tbody>
</table>

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

<table>
<thead>
<tr>
<th></th>
<th>Define the terms ‘literal’ and ‘nonliteral’</th>
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<tbody>
<tr>
<td></td>
<td>Identify literal and nonliteral words and phrases in texts</td>
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<tr>
<td></td>
<td>Differentiate the literal phrases from nonliteral phrases</td>
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<td></td>
<td>Connect words to their purpose or use</td>
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</tr>
<tr>
<td>L.3.5.A.</td>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <em>take steps</em>)</td>
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<tr>
<td>L.3.5.B.</td>
<td>Identify real-life connections between words and their use (e.g., describe people who are <em>friendly</em> or <em>helpful</em>)</td>
<td></td>
</tr>
<tr>
<td>L.3.5.C.</td>
<td>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <em>knew</em>, <em>believed</em>, <em>suspected</em>, <em>heard</em>, <em>wondered</em>)</td>
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<td></td>
<td>Determine the slight difference in meaning in synonymous words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.3.6.</th>
<th>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <em>After dinner that night</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics</td>
</tr>
<tr>
<td></td>
<td>Choose the most accurate word when describing actions, emotions, or states of being</td>
</tr>
<tr>
<td></td>
<td>Choose the most accurate word when discussing a particular topic</td>
</tr>
<tr>
<td></td>
<td>Use spatial and temporal relationship words and phrases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition Words</th>
<th>Sequencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaner-Bloser – Six Traits – Word Choice</td>
<td></td>
</tr>
</tbody>
</table>

| Rubric for Writing Samples |
we went looking for them).
## Unit Four Reading Foundation Standards:
### Grade 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.</td>
<td>• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words</td>
<td>Weekly Spelling Patterns spellingcity.com Waltke’s Web spelling worksheets <a href="http://classroom.jc-schools.net/waltkek/Third%20Grade.html">http://classroom.jc-schools.net/waltkek/Third%20Grade.html</a> Rainbow Writing <a href="http://www.superteacherideas.com/spelling24-rainbow.html">http://www.superteacherideas.com/spelling24-rainbow.html</a> Word Sorts/Unscramble Sparkle Game <a href="http://www.superteacherideas.com/spelling7-sparkleB.html">http://www.superteacherideas.com/spelling7-sparkleB.html</a> Soccer Spelling <a href="http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/superfunsPELL.pdf">http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/superfunsPELL.pdf</a> Spelling Center Word Building Reading Rockets <a href="http://www.readingrockets.org/article/root-words-roots-and-">http://www.readingrockets.org/article/root-words-roots-and-</a> affixes</td>
<td>Reading Street Spelling Assessments</td>
</tr>
<tr>
<td>Reading Street Spelling Practice Book</td>
<td></td>
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</tbody>
</table>
| 73 Ways to Practice Spelling
http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf |

<table>
<thead>
<tr>
<th>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.4.A. Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</td>
</tr>
<tr>
<td>RF.3.4.C. Use an appropriate rate while reading aloud.</td>
</tr>
<tr>
<td>RF.3.4.D. Read with expression on successive readings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use various strategies to understand text and read with purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately read grade-level poetry and prose aloud</td>
</tr>
<tr>
<td>Use an appropriate rate and expression when reading aloud</td>
</tr>
<tr>
<td>Use various strategies to support word recognition and understanding</td>
</tr>
<tr>
<td>Reread texts when appropriate to support increased accuracy.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Choral Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Reading</td>
</tr>
<tr>
<td>Leveled Readers</td>
</tr>
<tr>
<td>Guided Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Street Stories Read Aloud (see N Drive)</td>
</tr>
<tr>
<td>Reading Street: Everybody Needs a Rock Poetry page 78-85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core State Standards for ELA &amp; Literacy – Appendix B:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a> p. 43-45</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>
| RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | - Closely read a text to demonstrate understanding  
- Make personal connections, make connections to other texts, and/or make global connections when relevant  
- Refer to specific text to support answers and to craft questions  
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature | Reading Street: Text Dependent Questions for America's Champion Swimmer: Gertrude Ederle  
mobymax.com  
readworks.org  
http://digital.readworks.org/  
nearpod.com  
Reading Street:  
- Hottest, Coldest, Highest, Deepest  
- America's Champion Swimmer: Gertrude Ederle  
Peekaboo Studios  
Sample Generic Text Dependent Questions for Informational Text: |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | • Answer and ask both factual questions and inferential questions that require reasoning from the reader. | • Determine central messages or main ideas in a text  
• Identify details to support the main idea  
• Analyze how the details of the text help to support and reveal the central idea or theme | *Key Ideas/Details  
*Craft/Structure  
*Integration of Knowledge/ Ideas  
Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin)  
https://www.teacherspayteachers.com/Product/Summer-Close-Reading-Summer-Activities-1232527  
KWL Chart  
Annotations Worksheet  
Notability  
Common Core State Standards for ELA & Literacy – Appendix B:  
http://www.corestandards.org/assets/Appendix_B.pdf _p. 53-57_ | All Texts  
Reading Street:  
• Hottest, Coldest, Highest, Deepest  
nearpod.com  
(Nearpod Lesson -Main Idea – Classroom Complete Press)  
digital.readworks.org  
readworks.org  
https://newswela.com/elementary | RI.3.4. Determine the meaning of  
• Demonstrate the ability to determine the meaning of | All Texts  
Context Clues- Reading Street: Practice Book |
| general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) | page 35 |
| Context Clues Independent Reading | Context Clues Tic Tac Toe |
| Mobymax.com - Vocabulary | nearpod.com - Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880) |
| readworks.org – Vocabulary Worksheet Questions | Word Map – Graphic Organizer |
| ri.3.5 | • RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | • Identify the unique features and organization of informational text (text features, and search tools) |
| | • Use the unique features to find and manage information specific to the topic |
| | • Demonstrate proficiency in using the tools to locate information |
| | digital.readworks.org |
| | www.pebblegenext.com |
| RI.3.6. | Establish the point of view of a text  
|        | Determine how the reader’s point of view is different from the narrator’s or the characters  
|        | Compare the reader’s point of view with the author’s point of view | readworks.org  
|        | digital.readworks.org  
|        | Venn Diagram/Venn App  
|        | https://newsela.com/elementary  
|        | mobymax.com  
|        | Reading Street: America’s Champion Swimmer: Gertrude Ederle |

| RI.3.10. | Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year  
|         | Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts  
|         | Read texts with scaffolding, as needed | Mobymax.com  
|         | readworks.org  
|         | digital.readworks.org  
|         | Epic! (free to teachers) |
### Unit Four Reading Literature Standards:
#### Grade 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Closely read a text to demonstrate understanding  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Refer to specific text to support answers and to craft questions  
• Explicitly locate evidence in the text to support answers and to craft questions of a factual nature  
• Answer and ask both factual questions and inferential questions that require reasoning from the reader | Novel: Hundred Dresses  
Hundred Dresses Resource  
Graphic Organizer to record Thoughts  
Sample Generic Text Dependent Questions for Literary Text:  
*Key Ideas/Details (See Unit 1 Handouts)*  
*Craft/Structure (See Unit 1 Handouts)*  
*Integration of Knowledge/Ideas (See Unit 1 Handouts)*  
Reading Street -Fresh Reads  
Reading Street: Fly, Eagle, Fly *Fly, Eagle, Fly!* and Wings  
Text Dependent Questions  
Reading Street: Fly, Eagle, Fly!  
Text Dependent Questions |
<table>
<thead>
<tr>
<th>RL.3.2.Recount stories, including fables, folktales, and myths from</th>
<th>Closely read stories, including fables, folktales, and myths from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Street: Wings</td>
<td>Reading Street: Fly, Eagle, Fly Fly, Eagle, Fly!</td>
</tr>
<tr>
<td>Find Evidence Pages-Highlighting</td>
<td>Reading Street: Beauty and the</td>
</tr>
<tr>
<td>Diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</td>
<td>Diverse cultures, noting key details - Determine central messages or theme - Identify patterns in details</td>
</tr>
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</tr>
<tr>
<td><strong>Trickster Tales</strong> – Tortoise Tricks Leopard, Hare Tricks Lion, Coyote Places the Stars, The Teapot Badger</td>
<td></td>
</tr>
<tr>
<td><strong>Fables</strong> – The Mice and the Cat, The Lion and the Mouse, The Milkmaid and Her Pail, The Sheperd Boy, The Fox and the Drum, The Tortoise and the Geese</td>
<td></td>
</tr>
<tr>
<td><strong>“Why” Stories and Legends</strong> – Why Rabbit Has Long Ears and a Short Tail, Why Chickens and Hawks Are Enemies, How the Beetle Got Her Colors, How the Finch Got Her Colors, How Butterflies Came to Be, How Flying Fish Came to Be, The Five Water Spirits</td>
<td></td>
</tr>
</tbody>
</table>
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)  
• Differentiate between literal and nonliteral language | Novel: Hundred Dresses  
Context Clues: Practice Book page 35  
Waltke’s Web  
http://classroom.jc-schools.net/waltkek/Third%20Grade.html  
Power Points for vocabulary  
Multiple Meaning Words  
Mobymax.com - Vocabulary  
Word Maps -  
http://spedellreadingstrategies.weebly.com/word-map.html  
Waltke’s Web Vocabulary PPT  
http://classroom.jc-schools.net/waltkek/Third%20Grade.html  
Teaching Strategies: 5 Ideas for Instructing Vocabulary  
ReadWorks.org – Vocabulary  
Generic Questions Worksheet |
| RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | RL.3.5:  
- Describe how various parts build on one another not only in stories, but in dramas and poems  
- Identify the parts of this story (chapters, stanzas, scenes)  
- Determine how the parts of a story are connected or organized (time order, topic) | Reading Street: Everybody Needs a Rock: Poetry page 78-85  
Reading Street: (Unit 5) It’s a Small World: pages 218-219  
Reading Street: (Unit 4) Unit Poetry pages 138-141  
Reading Street: (Unit 5) Unit Poetry pages 276-279  
Reading Street: (Unit 6) Unit Poetry pages 408-411  
Song for Poetry |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | Establish the point of view of a text  
- Determine how the reader’s point of view is different from the narrator’s or the characters  
- Compare the reader’s point of view with the author’s point of view | Reading Street: America’s Champion Swimmer  
Reading Street: Wings |
**RL.3.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

- Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts
- Read texts with scaffolding, as needed minimal clarifications

| Independent reading |
| Fresh Reads |
| Leveled Readers |
| mobymax.com |
| readworks.org |
| digital.readworks.org |
| Epic! (free to teachers) |

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### Unit Four Writing Standards:

**Grade 3 Writing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
W.3.2.A. Introduce a topic and | • Organize information to support the topic  
• Introduce a topic  
• Write a thesis statement to focus writing | Zaner-Bloser  
Writing Workshop | |
group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion.

<table>
<thead>
<tr>
<th>W.3.2.B.</th>
<th>Use text features to support the topic, when appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.3.2.C.</td>
<td>Select details that appropriate support the development of the topic</td>
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<tr>
<td></td>
<td>Link ideas by using transitional words and phrases</td>
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<tr>
<td></td>
<td>Write a conclusion to close the writing</td>
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</table>

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

<table>
<thead>
<tr>
<th>W.3.4.</th>
<th>Produce writing that is clear and understandable to the reader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unpack writing tasks (type of writing assignment)</td>
</tr>
<tr>
<td></td>
<td>Determine writing purpose (the writer’s designated reason for writing)</td>
</tr>
<tr>
<td></td>
<td>Focus the organization and development of a topic to reflect the task and purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zaner-Bloser Writing Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Text:</td>
</tr>
<tr>
<td>Ideas: Nothing Ever Happens on 90th Street by Roni Schotter</td>
</tr>
<tr>
<td>Organization: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</td>
</tr>
<tr>
<td>Voice: Voices in the Park by Anthony Browne</td>
</tr>
</tbody>
</table>

W.3.5. With guidance and support from peers and adults, develop and

<table>
<thead>
<tr>
<th>W.3.5.</th>
<th>Practice revising and editing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Change word choice and sentence</td>
</tr>
</tbody>
</table>

| Strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | Structure in writing to strengthen the piece  
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
- Recognize spelling, grammar, and punctuation errors  
Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | Writing Workshop  
**Mentor Text:**  
**Word Choice:** *Owl Moon* by Jane Yolen  
**Sentence Fluency:** *Winter is Coming* by Tony Johnston  
**Sentence Fluency:** *Pond* by Jim LaMarche  
**Conventions:** *Punctuation Takes a Vacation* by Robin Pulver | Self- and Peer Editing  
**Writing Rubric** |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Assignment</th>
<th>Writing Process</th>
<th>Resources</th>
</tr>
</thead>
</table>
| W.3.7. Conduct short research projects that build knowledge about a topic. | - Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic  
- Gather information to support a topic  
- Select relevant information from texts to support main ideas or claims  
- Group like ideas to organize writing  
Or  
- Locate information from print and digital sources  
- Integrate information from personal experiences  
- Take notes and organize information into categories provided by the teacher  
- Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes  
- Thoughtfully choose online sources  
- Select the information needed from each source  
- Connect new information learned online with offline sources  
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources | Writing Workshop for research writing  
Zaner-Bloser | Published Work Samples  
Zaner-Bloser Rubric  
Research Rubric |
| W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | |
| W.3.10. Write routinely over extended time frames (time for | - Produce numerous pieces of writing over various time frames | Writing Process Steps | Published Work Samples |
research, reflection, metacognition/self-correction 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 skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. 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) | - Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations
- Develop skills in active listening and group discussion | Reading Street: Audio Selections
Partner Reading
Pebble Go.com
Whole Class Discussion
Collaborative Groups
Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting- | Teacher Observation
Data Collection
Self Assessment |
| SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | started-19.html?tab=4 |
| SL.3.1.D. Explain their own ideas and understanding in light of the discussion. | • Use multimedia to create engaging audio recordings of stories or poems.  
• Focus on inflection and volume instead of just reading out loud.  
• Demonstrate fluid and well-paced reading.  
• Add visual displays to illuminate chosen facts or details. |
| SL.3.6. 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 here for specific expectations.) | • Speak in complete sentences.  
• Adapt speech to task and situation.  
• Use 3rd grade appropriate grammatically correct speech.  
• Elaborate on a detail when necessary.  
• Clarify ideas when necessary. | Oral Book Report or Presentation  
| | | Whole Class Discussion  
Collaborative Groups  
Teacher Observation |
### Unit Four Language Standards:
#### Grade 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
  - L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*
| • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
  • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
  • Identify subjects, verbs, pronouns, and antecedents in sentences
  • Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences
  • Reread writing to ensure agreement | Mad Libs
  Frayer Model
  Parts of Speech
  Book Search
  Create Chart
  Reading Street Grammar
  Zaner-Bloser Virtual File Cabinet | Writing Samples
  Reading Street Worksheets
  Zaner-Bloser Worksheets
  Reading Street Cumulative Review Assessments |
| **L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
  - L.3.2.D. Form and use possessives.
  - L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) | Identify possessive nouns
  Use apostrophe appropriately to show possession
  Spell high frequency or studied words correctly
  Spell conventional words correctly when adding a suffix to base words
  Identify spelling patterns and generalizations | Grammar Worksheets
  https://www.worksheets.com/ | Writing Samples
  Reading Street Grammar Workbook |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.2.F</td>
<td>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td>Apply spelling patterns when writing words. Determine the purpose and use of reference materials. Utilize reference materials to check and correct spelling, when needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Dictionary&lt;br&gt;Online Thesaurus&lt;br&gt;Multiple Meaning Word Activities&lt;br&gt;<a href="https://freelanguagestuff.com/">https://freelanguagestuff.com/</a></td>
</tr>
<tr>
<td>L.3.4.G</td>
<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td>Online Dictionary&lt;br&gt;Online Thesaurus&lt;br&gt;Multiple Meaning Word Activities&lt;br&gt;<a href="https://freelanguagestuff.com/">https://freelanguagestuff.com/</a></td>
</tr>
<tr>
<td>L.3.4.A</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>Decipher the meanings of words and phrases by using sentence context. Identify the purpose and use of glossaries and dictionaries. Determine the structure of glossaries and dictionaries. Use both print and digital glossaries and dictionaries to define and clarify words.</td>
</tr>
<tr>
<td>L.3.4.D</td>
<td>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</td>
<td>Online Dictionary&lt;br&gt;Online Thesaurus&lt;br&gt;Multiple Meaning Word Activities&lt;br&gt;<a href="https://freelanguagestuff.com/">https://freelanguagestuff.com/</a></td>
</tr>
<tr>
<td>L.3.6.</td>
<td>Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</td>
<td>Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics. Choose the most accurate word when describing actions, emotions, or states of being. Choose the most accurate word when discussing a particular</td>
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<td></td>
<td>Transition Words&lt;br&gt;Sequencing&lt;br&gt;Zaner-Bloser – Six Traits – Word Choice&lt;br&gt;Rubric for Writing Samples</td>
</tr>
</tbody>
</table>
topic
• Use spatial and temporal relationship words and phrases
## Unit 1 Reading Literature and Informational Text Standards

<table>
<thead>
<tr>
<th>Stories</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RS Boom Town</strong></td>
<td>R.F.3.4 Fluency to support comprehension</td>
</tr>
<tr>
<td>The Gold Rush Boomtowns (see link)</td>
<td></td>
</tr>
<tr>
<td>Gold Rush Video</td>
<td></td>
</tr>
<tr>
<td><strong>RS What about Me?</strong></td>
<td>SL.3.1 Collaborative Discussions</td>
</tr>
<tr>
<td>Trickster Tales, Fables, Fairy Tales (see links)</td>
<td>SL.3.6 Speak in complete sentences</td>
</tr>
<tr>
<td><strong>RS Alexander Who Used to be Rich Last Sunday</strong></td>
<td>RI. 3.1 Ask and answer questions (Non-Fiction)</td>
</tr>
<tr>
<td><strong>Novel Third Grade Angels or Novel of Choice</strong></td>
<td>RL. 3.2. Main Idea and Key Details (Non-Fiction)</td>
</tr>
<tr>
<td></td>
<td>RI.3.4 Unfamiliar Words (Non-Fiction)</td>
</tr>
<tr>
<td></td>
<td>RI.3.6 Point of View from Author (Non-Fiction)</td>
</tr>
<tr>
<td></td>
<td>RL.3.1 Ask and Answer Questions (Fiction)</td>
</tr>
<tr>
<td></td>
<td>RL.3.2 Recount stories and determine central message (Fiction)</td>
</tr>
<tr>
<td></td>
<td>RL.3.4 Word Meanings (Fiction)</td>
</tr>
<tr>
<td></td>
<td>RL. 3.6 Understanding point of view of characters (Fiction)</td>
</tr>
<tr>
<td></td>
<td>L.3.4 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)</td>
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</tbody>
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<thead>
<tr>
<th>Spelling</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Reading Street</td>
<td>RF. 3.3 Phonics, decoding, word analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Reading Street</td>
<td>L.3.1 Grammar and Usage</td>
</tr>
<tr>
<td>Simple Sentences (U1W1)</td>
<td>L.3.2 Punctuation, Capitalization, Spelling</td>
</tr>
<tr>
<td>Capitalize Letters (U6W1)</td>
<td></td>
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<tr>
<td>Statements and Questions (U1W3)</td>
<td></td>
</tr>
<tr>
<td>Commands and Exclamations (U1W4)</td>
<td></td>
</tr>
<tr>
<td>Compound Sentences (U1W5)</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>L.3.6 Use Transition Words</td>
</tr>
<tr>
<td>Use Zaner-Bloser or Writing Workshop</td>
<td>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
</tr>
<tr>
<td></td>
<td>W.3.4 Produce clear, organized writing to task and purpose.</td>
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<tr>
<td></td>
<td>W.3.5 Revise and edit writing with guidance from adults and peers</td>
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<tr>
<td></td>
<td>W.3.6 Use technology to publish writing</td>
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<tr>
<td></td>
<td>W.3.7 Conduct short research and gather information to support a topic</td>
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<td></td>
<td>W.3.10 Write routinely</td>
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</tbody>
</table>
### 2017 New Jersey Learning Standards Scope and Sequence

**Voorhees Township Third Grade**

# Unit 2 Reading Literature and Informational Text Standards

<table>
<thead>
<tr>
<th>Stories</th>
<th>Standard</th>
</tr>
</thead>
</table>
| **RS Penguin Chick**  
Animals A-Z World of Penguins (see link) | R.F.3.4 Fluency to support comprehension  
SL.3.1 Collaborative Discussions  
SL.3.2 Determine main idea of a read aloud  
SL.3.3 Ask and answer questions about a speaker  
SL.3.6 Speak in complete sentences |
| **RS William’s House** | RI. 3.1 Ask and answer questions (Non-Fiction)  
RI. 3.2. Main Idea and Key Details (Non-Fiction)  
RI.3.3 Time, Sequence, Cause/Effect (Non-Fiction)  
RI.3.4 Unfamiliar Words (Non-Fiction)  
RI.3.5 Use Text Features-headings, bolded words, key words, hyperlinks, side bars (Non-Fiction)  
RI.3.6 Point of View from Author (Non-Fiction)  
RI.3.7 Connect words and pictures-captions (Non-Fiction)  
RI.3.8 Describe connections between sentences and paragraphs  
RI.3.9 Compare and contrast two texts (Non-Fiction) |
| **RS Tops and Bottoms**  
RS The Hare and the Tortoise p248 (fable)  
RS Grasshopper and the Ant p175 (fable) | RL.3.1 Ask and Answer Questions (Fiction)  
RL.3.2 Recount stories and determine central message (Fiction)  
L.3.4 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary) |
| **Novel Chocolate Touch or Choice Novel** | |

### Spelling

Follow Reading Street  
RF. 3.3 Phonics, decoding, word analysis

### Grammar

Follow Reading Street  
L.3.1 Grammar and Usage  
L.3.2 Punctuation, Capitalization, Spelling  
L.3.3 Use vivid language, voice, and conventions  
L.3.6 Use Transition Words  
W.3.2 Write informative and explanatory texts to examine a topic and convey ideas. Organize information to support topic.  
W.3.4 Produce clear, organized writing to task and purpose.  
W.3.5 Revise and edit writing with guidance from adults and peers  
W.3.6 Use technology to publish writing  
W.3.8 Recall information from experiences to gather information. Take brief notes from digital and print sources.  
W.3.10 Write routinely

<table>
<thead>
<tr>
<th>Writing</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>Use Zaner-Bloser or Writing Workshop</td>
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</tr>
</tbody>
</table>

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# Unit 3 Reading Literature and Informational Text Standards

<table>
<thead>
<tr>
<th>Stories</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RS The Gardener</strong>&lt;br&gt;The Quiet Place by Sarah Steward (see link)</td>
<td>R.F.3.4 Fluency to support comprehension&lt;br&gt;SL.3.1 Collaborative Discussions&lt;br&gt;SL.3.4 Report on a topic or text using relevant facts&lt;br&gt;SL.3.6 Speak in complete sentences</td>
</tr>
<tr>
<td><strong>RS Pushing of the Sky</strong>&lt;br&gt;RS Catch it and Run Myth p322-329&lt;br&gt;The Boy Who Cried Wolf (Leveled Reader)</td>
<td>RI 3.1 Ask and answer questions (Non-Fiction)&lt;br&gt;RI 3.2. Main Idea and Key Details (Non-Fiction)&lt;br&gt;RI.3.1 Ask and Answer Questions (Fiction)&lt;br&gt;RL.3.2 Recount stories and determine central message (Fiction)&lt;br&gt;RL.3.3 Describe Characters (Fiction)&lt;br&gt;RL.3.4 Word Meanings (Fiction)&lt;br&gt;RL.3.5 Understand Structure of Literature (stanzas, scenes, and chapters)</td>
</tr>
<tr>
<td><strong>RS Symphony of Whales</strong>&lt;br&gt;Novel Charlotte’s Web or Novel of Choice</td>
<td>RL. 3.6 Understanding point of view of characters (Fiction)&lt;br&gt;RL.3.7 Connect words and pictures (Fiction)&lt;br&gt;RL.3.9 Compare and contrast stories (Fiction)&lt;br&gt;L.3.4 and L.3.5 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)</td>
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<thead>
<tr>
<th>Spelling</th>
<th>Standard</th>
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<tbody>
<tr>
<td>Follow Reading Street</td>
<td>RF. 3.3 Phonics, decoding, word analysis</td>
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</table>

<table>
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<tr>
<th>Grammar</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Reading Street</td>
<td>L.3.1 Grammar and Usage&lt;br&gt;L.3.2 Punctuation, Capitalization, Spelling</td>
</tr>
<tr>
<td>Adjectives and Articles (U5W1)&lt;br&gt;Adjectives that Compare (U5W2)&lt;br&gt;Subject-Verb Agreement (U3W3)&lt;br&gt;Verb Tenses (U3W4)&lt;br&gt;Irregular Verbs (U3W5)</td>
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<table>
<thead>
<tr>
<th>Writing</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Zaner-Bloser or Writing Workshop</td>
<td>L.3.6 Use Transition Words&lt;br&gt;W.3.3 Produce narrative writing.&lt;br&gt;W.3.4 Produce clear, organized writing to task and purpose.&lt;br&gt;W.3.5 Revise and edit writing with guidance from adults and peers&lt;br&gt;W.3.6 Use technology to publish writing&lt;br&gt;W.3.8 Recall information from experiences to gather information. Take brief notes from digital and print sources.&lt;br&gt;W.3.10 Write routinely</td>
</tr>
</tbody>
</table>
# 2017 New Jersey Learning Standards Scope and Sequence Voorhees Township Third Grade

## Unit 4 Reading Literature and Informational Text Standards

<table>
<thead>
<tr>
<th>Stories</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RS Wings</strong></td>
<td>R.F.3.4 Fluency to support comprehension</td>
</tr>
<tr>
<td><strong>RS Hottest, Coldest, Highest, Deepest</strong></td>
<td>SL.3.1 Collaborative Discussions</td>
</tr>
<tr>
<td>RS Everybody Needs a Rock (p78-85)</td>
<td>SL.3.5 Use multimedia to demonstrate fluid reading at and understandable pace</td>
</tr>
<tr>
<td><strong>Poetry</strong></td>
<td>SL.3.6 Speak in complete sentences</td>
</tr>
<tr>
<td><strong>RS It’s a Small World</strong> (p218-219) (Unit 5)</td>
<td>RI.3.1 Ask and answer questions (Non-Fiction)</td>
</tr>
<tr>
<td>RS Unit 4 poetry (p138-141)</td>
<td>RI.3.2. Main Idea and Key Details (Non-Fiction)</td>
</tr>
<tr>
<td>RS Unit 5 poetry (p276-279)</td>
<td>RI.3.4 Unfamiliar Words (Non-Fiction)</td>
</tr>
<tr>
<td>RS Unit 6 Poetry (p408-411)</td>
<td>RI.3.5 Use Text Features-headings, bolded words, key words, hyperlinks, side bars (Non-Fiction)</td>
</tr>
<tr>
<td><strong>RS Gertrude Ederle</strong></td>
<td>RI.3.6 Point of View from Author (Non-Fiction)</td>
</tr>
<tr>
<td>Who Was Biographies</td>
<td>RI.3.10 Read and comprehend informational and literary text on a third grade level</td>
</tr>
<tr>
<td><strong>RS Fly, Eagle, Fly</strong></td>
<td><strong>Novel Hundred Dresses or Novel of Choice</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>L.3.4 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Follow Reading Street</td>
<td>L.3.1 Grammar and Usage</td>
</tr>
<tr>
<td>RF.3.3 Phonics, decoding, word analysis</td>
<td>L.3.2 Punctuation, Capitalization, Spelling</td>
</tr>
<tr>
<td>Singular and Plural Pronouns (U4W1)</td>
<td>L.3.6 Use Transition Words</td>
</tr>
<tr>
<td>Adverbs (U5W3)</td>
<td>W.3.2 Write informative/explanatory texts.</td>
</tr>
<tr>
<td>Adverbs that Compare (U5W4)</td>
<td>W.3.4 Produce clear, organized writing to task and purpose.</td>
</tr>
<tr>
<td>Commas (U6W4)</td>
<td>W.3.5 Revise and edit writing with guidance from adults and peers</td>
</tr>
<tr>
<td>Quotations (U6W5)</td>
<td>W.3.6 Use technology to publish writing</td>
</tr>
<tr>
<td>Conjunctions (U5W5)</td>
<td>W.3.7 Conduct short research and gather information to support a topic</td>
</tr>
<tr>
<td>Combining Sentences (U6W3)</td>
<td>W.3.10 Write routinely</td>
</tr>
<tr>
<td>Use Zaner-Bloser or Writing Workshop</td>
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</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
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</tbody>
</table>
| RF.4.3.A. 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. | • Identify specific strategies for decoding words in texts  
• Apply the specific strategies for decoding and spelling multisyllabic words | *decoding reference sheet-https://www.teacherspayteachers.com/Product/Decoding-Strategies-When-I-Get-Stuck-on-a-Tricky-Word-363754  
weekly spelling patterns  
SpellingCity.com  
Sparkle game  
weekly spelling tests  
spelling contracts  
iReady |
| RF.4.4.A. Read grade-level text with purpose and understanding.  
RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • Use various strategies to understand text and read with purpose  
• Read grade-level poetry and prose aloud accurately  
• Use an appropriate rate and expression when reading aloud  
• Use various strategies to support word recognition and understanding  
• Reread texts when appropriate to support increased accuracy, | *Poetry resource https://www.teacherspayteachers.com/Product/Poems-Lines-Stanzas-Meter-and-Rhyme-Scheme-Powerpoint-1633617  
choral reading  
partner reading  
Reading Street leveled readers  
Reader’s Theatre | Running records  
Teacher observation |
<table>
<thead>
<tr>
<th>fluency, and comprehension</th>
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</table>
## Unit One Reading Information Standards: Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **RI.4.1.** Refer to details and examples in a text **and make relevant connections** when explaining what the text says explicitly and when drawing inferences from the text. | - Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
  - Make personal connections, make connections to other texts, and/or make global connections when relevant  
  - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
  - Refer to the text when drawing conclusions as well as when answering directly stated questions | *Mentor Texts [https://www.teacherspayteachers.com/Product/NO-PREP-Nonfiction-Reading-and-Writing-Companion-for-Informational-Texts-1369541](https://www.teacherspayteachers.com/Product/NO-PREP-Nonfiction-Reading-and-Writing-Companion-for-Informational-Texts-1369541)  
  *Readworks.com  
  *Digitalreadworks.com  
  *Newsela.com  
  iReady  
  Reading Street Fresh Reads |
| **RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text. | - Identify the key details of a text that support the main idea  
  - Determine the main idea of the text  
  - Summarize the key points of a text | *Readworks.com  
  *Digitalreadworks.com  
  *Newsela.com  
  *Mobymax.com | iReady  
  Reading Street Fresh Reads |
<table>
<thead>
<tr>
<th>RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</th>
<th>Explain how the author supports main ideas in informational text with key details</th>
<th>*achievethecore.org – Basal Alignment Project for text dependent questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</td>
<td>*Readwritethink.org vocabulary mapping</td>
<td>iReady</td>
</tr>
<tr>
<td></td>
<td>*Newsela.com</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Mobymax.com vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</th>
<th>Identify similarities and differences between firsthand and secondhand accounts</th>
<th>*first and second hand account resource-<a href="https://www.teacherspayteachers.com/Product/RI46-Compare-Contrast-1st-hand-2nd-hand-accounts-Common-Core-1683662">https://www.teacherspayteachers.com/Product/RI46-Compare-Contrast-1st-hand-2nd-hand-accounts-Common-Core-1683662</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how the point of view impacts the delivery of information in the text</td>
<td>*Readworks.com</td>
<td>iReady</td>
</tr>
<tr>
<td></td>
<td>*Digitalreadworks.com</td>
<td>Reading Street Fresh Reads</td>
</tr>
<tr>
<td></td>
<td>*Newsela.com</td>
<td></td>
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<td></td>
<td>*Venn diagrams</td>
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</tbody>
</table>
## Unit One Reading Literature Standards:
### Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.4.1. Refer to details and examples in a text **and make connections** when explaining what the text says explicitly and when drawing inferences from the text. | • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
• Refer to the text when drawing conclusions as well as when answering directly stated questions | *novels-*  
Because of Winn Dixie by Kate DiCamillo  
Bunnicula by James Howe  
4th Grade Rats by Jerry Spinelli  
Poppy by Avi  
The One and Only Ivan by Katherine Applegate  
Shiloh by Phyllis Reynolds Naylor  
Cricket in Times Square by George Selden  
James and the Giant Peach by Roald Dahl  
The Whipping Boy by Sid Fleishman  

*Novel Study Companion Packets  
iReady  
Reading Street  
Fresh Reads |


4th Grade Rats - https://www.teacherspayteachers.com/Product/Fourth-Grade-Rats-1173307


Because of Winn Dixie - Novel Ties book from the book room
| Scaffolded student response graphic organizers |
| https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023 |
| Mentor Texts companion |
| https://www.teacherspayteachers.com/Product/NO-PREP-Reading-Writing-Units-for-40-Mentor-Texts-Vol-1-Better-Than-Basal-1339979 |
| https://www.teacherspayteachers.com/Product/NO-PREP-Reading-Writing-Units-for-30-Mentor-Texts-Vol-2-Better-Than-Basal-2113916 |
| https://www.teacherspayteachers.com/Product/NO-PREP-Reading-Writing-Units-for-40-Mentor-Texts-Vol-3-Better-Than-Basal-2699000 |
| Text scavenger hunts |
| *Readworks.com |
| *Digitalreadworks.com |
| *Achievethecore.org Basal Alignment Project text dependent questions |
RL.4.2. Determine **the key details to identify theme** in a story, drama, or poem and summarize the text.

| Identify the key details in a text |
| Identify the key details of a text that support the main idea |
| Analyze the actions and thoughts of characters or speakers in texts, looking for patterns |
| Identify the theme or main idea of the text |
| Summarize the key points of a text |

*novel* - *Because of Winn Dixie*

*scaffolded student response graphic organizers*
[https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023](https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023)

*theme resources*
[https://www.teacherspayteachers.com/Product/Theme-Resources-288715](https://www.teacherspayteachers.com/Product/Theme-Resources-288715)
[https://www.teacherspayteachers.com/Product/Theme-Resources-500772](https://www.teacherspayteachers.com/Product/Theme-Resources-500772)
[https://www.teacherspayteachers.com/Product/Theme-Task-Cards-375245](https://www.teacherspayteachers.com/Product/Theme-Task-Cards-375245)

*Mentor texts for theme:*
- *Ish* by Peter Reynolds
- *Each Kindness* by Jacqueline Woodson
- *A Perfectly Messed up Story* by Patrick McDonald
- *You Are (Not) Small* by Anna Kang
- *One Green Apple* by Eve Bunting
| RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. | **Determine the meaning of words and phrases in a text**  
- Identify words that allude to mythological characters (i.e.: Herculean)  
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)  
- Identify metaphors and similes | **novel- Because of Winn Dixie**  
**scaffolded student response graphic organizers**  
https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023  
**author’s craft cheat sheet and poetry**  
**figurative language resources** | **iReady**  
Reading Street  
Fresh Reads |
<table>
<thead>
<tr>
<th>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the</th>
<th>Identify the narrator's point of view</th>
<th>*scaffolded student response graphic organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Find the similarities and differences in the</td>
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<tr>
<td>*Idiom Resource</td>
<td></td>
<td></td>
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<tr>
<td><a href="https://www.teacherspayteachers.com/Product/Class-IDIOM-Book-841049">https://www.teacherspayteachers.com/Product/Class-IDIOM-Book-841049</a></td>
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</tr>
<tr>
<td>*Idiom Mentor Text- Amelia Bedelia books</td>
<td></td>
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</tr>
<tr>
<td><a href="https://www.teacherspayteachers.com/Product/Allusions-to-Greek-Mythology-CCSS-RL44-1164513">https://www.teacherspayteachers.com/Product/Allusions-to-Greek-Mythology-CCSS-RL44-1164513</a></td>
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<tr>
<td><a href="http://www.gamequarium.com/figurativelanguage.html">http://www.gamequarium.com/figurativelanguage.html</a></td>
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</tr>
<tr>
<td><a href="http://www.timeforkids.com/homework-helper/study-helper/figurative-language#next">http://www.timeforkids.com/homework-helper/study-helper/figurative-language#next</a></td>
<td></td>
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<tr>
<td><a href="https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=564404#.WBIZrjv7Lix">https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=564404#.WBIZrjv7Lix</a></td>
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<tr>
<td><a href="http://kmott.wikispaces.com/Fling+the+Teacher+Simile+and+Metaphor">http://kmott.wikispaces.com/Fling+the+Teacher+Simile+and+Metaphor</a></td>
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<tr>
<td><a href="http://kmott.wikispaces.com/Fling+the+Teacher+Figurative+Language+Review+1">http://kmott.wikispaces.com/Fling+the+Teacher+Figurative+Language+Review+1</a></td>
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<td></td>
<td></td>
<td>iReady</td>
</tr>
<tr>
<td>difference between first- and third-person narrations.</td>
<td>narrative between a story written in first person and a story written in third person point of view</td>
<td>Reading Street Fresh Reads</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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<td>----------------------------</td>
</tr>
</tbody>
</table>
| and-Language-Graphic-Organizers-for-Common-Core-974023 | *Mentor texts-  
The Pain and the Great One by Judy Blume  
Once Upon a Cool Motorcycle by Kevin O’Malley  
Dude by Kevin O’Malley  
I am the Dog, I am the Cat by Donald Hall  
The Day the Crayons Quit by Drew Daywalt  
Fairytales with fractured fairytales  
Can’t You Make Them Behave, King George? by Jean Fritz  
Help Me, Mr. Mutt by Janet Stevens  
  
*Reading Street-  
Unit 1 Week 2 “Lewis and Clark and Me” paired with “They Traveled with Lewis and Clark” OR  
Unit 1 Week 2 “Lewis and Clark and Me” paired with on-level reader “Lewis and Clark”  
  
*Mentor text- The Day the Crayons Quit with resource https://www.teacherspayteachers.com/Product/Point-of-View-Perspective-Common-Core-RL36- | |
<table>
<thead>
<tr>
<th>RL46-The-Day-the-Crayons-Quit-1985199</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
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</tr>
</tbody>
</table>
| W.4.1.A. 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. | • Distinguish fact from opinions  
• Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)  
• Group supporting details to support the writer’s purpose  
• Introduce a topic or text clearly  
• State an opinion to be supported with evidence  
• Write a thesis statement to focus the writing  
• Logically order reasons that are supported by facts  
• Support the opinion with facts and details from texts or other sources  
• Use transitional words and phrases to connect opinions to reasons  
• Write a conclusion related to the opinion presented. | Writing Workshop Unit on Opinion Writing  
Zaner-Blozer Strategies for Writers Opinion Writing  
Mentor texts-  
Mr. Maxwell’s Mouse by Frank Asch  
A Fine, Fine School by Sharon Creech  
Red is Best by Kathy Stinson  
Dear Katie, the Volcano is a Girl by Jean Craighead George  
Animals Nobody Loves by Seymour Simon  
Not Norman: A Goldfish Story by Kelly Bennett  
The Great Kapok Tree by Lynne Cherry  
The Best Town in the World by Byrd Baylor  
*writing exemplars | Rubrics  
Conferences |
| W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. | W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) W.4.1.D. Provide a conclusion related to the opinion presented. | W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, | • Produce writing that is clear and understandable to the reader | "Writing Workshop Unit for Opinion Writing" | Rubrics |
purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

<table>
<thead>
<tr>
<th>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unpack writing tasks</strong> (type of writing assignment)</td>
</tr>
<tr>
<td><strong>Unpack writing purpose</strong> (the writer's designated reason for writing)</td>
</tr>
<tr>
<td><strong>Focus the organization and development of a topic to reflect the task and purpose</strong></td>
</tr>
</tbody>
</table>

*Zaner-Blozer Strategies for Writers
*Rubrics/checklists

| Practice revising and editing skills |
| Change word choice and sentence structure in writing to strengthen the piece |
| Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing |
| Recognize spelling, grammar, and punctuation errors |
| Employ strategies for correcting errors with assistance (conferences, |

*Writing Workshop Unit for Opinion Writing
*Zaner-Blozer Strategies for Writers
*Author’s Chair
*Peer conferences

*Use daily fix sentences to teach how to edit and revise
 -spend one day editing and one day to revise the sentence and work on word choice

Rubrics
Conferences
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Tools/Methods</th>
<th>Rubrics/Assessment</th>
</tr>
</thead>
</table>
| W.4.6.   | 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 sitting. | - Use digital tools  
- Use technology for producing and publishing writing, and collaborating with others  
- Demonstrate keyboarding skills  
- Type at least one page in a single sitting | *Microsoft Word  
*Microsoft Publisher | Rubrics  
Teacher observation |
| W.4.7.   | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | - Research a topic through investigation of the topic  
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic  
- Gather information from multiple sources to support a topic  
- Select relevant information from texts to support main ideas or claims  
- Group like ideas to organize writing | Rubrics |
| W.4.10.  | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- | - Produce numerous pieces of writing over various time frames  
- Develop skills in research  
- Reflect on and revise writing | *Writing Journals  
*Blogging  
*Student Web pages | Conferences  
Rubrics  
Teacher observation |
| specific tasks, purposes, and audiences. | • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |  |  |
# Unit One Speaking and Listening Standards: Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| 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. | - Use previous knowledge to expand discussions about a topic  
- Engage in conversations about grade-appropriate topics and texts  
- Participate in a variety of rich, structured conversations  
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer  
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) | *Reading Street audio texts  
*Partner reading  
*Literature circles  
*Think-Pair-Share  
*Author's Chair  
*District developed prompts for speaking and listening | Rubrics  
Self-assessment  
Teacher observation |
| SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. | SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |
| SL.4.1.D. Review the | *Partner reading  
*District developed prompts for speaking and listening | | |

*Reading Street audio texts  
Partner reading  
Literature circles  
Think-Pair-Share  
Author's Chair  
District developed prompts for speaking and listening
| key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | • Speak for a variety of purposes  
• Distinguish between formal and informal discourse  
• Adapt speech to a variety of contexts and tasks | *Oral book reports  
*Book talks | Teacher observation |

SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.4.1.A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  
L.4.1.B. Form and use the progressive (e.g., I was walking, I will be walking) verb tenses. | • Identify and define relative pronouns  
• Use appropriate relative pronouns and relative adverbs when writing or speaking  
• Identify progressive verb tenses in sentences  
• Select the appropriate verb tense to use when writing or speaking | *Mentor Sentence Units  
https://www.teacherspayteachers.com/Product/Mentor-Sentence-Units-VOLUME-1-Bundle-Grades-3-5-40-Weeks-1198039  
*Language Resource  
https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805  
*Mad Libs | iReady  
Reading Street Grammar Tests |
| **L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L.4.2.A. Use correct capitalization. | • Identify rules for capitalization  
• Apply capitalization rules consistently  
• Spell grade-appropriate words correctly  
• Use references as needed to aid in spelling | *Mentor Sentence Units  
https://www.teacherspayteachers.com/Product/Mentor-Sentence-Units-VOLUME-1-Bundle-Grades-3-5-40-Weeks-1198039  
Spelling tests | iReady  
Reading Street Grammar Tests |

**Unit One Language Standards:**  
**Fourth Grade**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.4.2.D.</td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>Bundle-Grades-3-5-40-Weeks-1198039</td>
</tr>
<tr>
<td>L.4.4.A.</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>*Reader's Response Logs</td>
</tr>
<tr>
<td>L.4.4.C.</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses),</td>
<td>*Journals</td>
</tr>
<tr>
<td></td>
<td>• Decipher the meanings of words and phrases by using sentence context</td>
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<td></td>
<td>• Determine the meaning of commonly used prefixes and suffixes</td>
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<td>• Separate a base word from the prefix or suffix</td>
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<td></td>
<td>• Use the definition of known prefixes and suffixes to define new words</td>
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<td></td>
<td>• Identify the purpose and use of glossaries and dictionaries</td>
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<td></td>
<td>• Mentor Texts-The Sign of the Seahorse by Graeme Base</td>
<td>iReady</td>
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<td></td>
<td>The Eleventh Hour by Graeme Base</td>
<td>Reading Street Spelling pages</td>
</tr>
<tr>
<td></td>
<td>Math Curse by Jon Scieszka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baloney (Henry P) by Jon Scieszka and Lane Smith</td>
<td></td>
</tr>
<tr>
<td><strong>both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</strong></td>
<td><strong>Determine the structure of glossaries and dictionaries</strong>&lt;br&gt;<strong>Use both print and digital glossaries and dictionaries to define and clarify words</strong></td>
<td><strong>Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805</strong></td>
</tr>
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</tr>
</tbody>
</table>
| **L.4.6. 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).** | **Use 4th grade vocabulary fluently when discussing academic or domain-specific topics**<br>**Choose the most accurate word when describing actions, emotions, or states of being**<br>**Choose the most accurate word when discussing a particular topic**<br>**Use knowledge of synonyms and antonyms to broaden vocabulary** | **iReady**<br>**Teacher observation**<br>**Language Resource**<br>[https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805](https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805)**
## Unit Two Reading Information Standards: Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **RI.4.1. Refer to details and examples in a text and make relevant connections** when explaining what the text says explicitly and when drawing inferences from the text. | • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
• Refer to the text when drawing conclusions as well as when answering directly stated questions | *“Eye of the Storm” - Reading Street Unit 3*  
*Readworks.org*  
*digitalreadworks.org*  
*NewsEla*  
*Achievethecore.org – Basal Alignment Project for text dependent questions* | *4th grade ELA standards based assessments (covers all standards)*  
iReady  
Reading Street Fresh Reads |
| **RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.** | • Identify the key details of a text that support the main idea  
• Determine the main idea of the text | *“Eye of the Storm” - Reading Street Unit 3*  
*Achievethecore.org – Basal Alignment Project for text dependent questions* | iReady  
Reading Street Fresh Reads |
| RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | • Summarize the key points of a text  
• Explain how the author supports main ideas in informational text with key details | *Readworks.com  
*Digitalreadworks.com  
*Newsela.com  
*Mobymax.com |
| RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area.* | • Determine the meaning of words and phrases in a text  
• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) | *Readworks.org  
*digitalreadworks.org  
*Newsela  
*Study Island  
*Readwritethink.org  
*Mobymax.com |
| RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of | • Identify how a text is organized to describe the structure (e.g: chronological) | "Eye of the Storm" - Reading Street Unit 3  
*Text Features Lesson from Scholastic:  
*readworks.com  
*digitalreadworks.com  
*Newsela  
*Study Island  
*Readwritethink.org  
*Mobymax.com |
| events, ideas, concepts, or information in a text or part of a text. | comparative, cause/effect, etc | http://www.scholastic.com/teachers/top-teaching/2013/04/navigating-nonfiction-text-common-core-classroom-part-1

*Specific lesson on text structure http://www.scholastic.com/teachers/lesson-plan/teaching-nonfiction-text-structures

https://www.teacherspayteachers.com/Product/Nonfiction-Text-Structure-Poster-Set-and-Foldable-650158

*https://www.teacherspayteachers.com/Product/Reading-Interactive-Notebook-Informational-Text-790642

https://www.teacherspayteachers.com/Product/Nonfiction-Text-Structure-Poster-Set-and-Foldable-650158

*http://the-teacher-next-door.com/index.php/blog/57-blog-reading/41-teaching-informational-text-structures
**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences

| *Mentor texts:*
| (chronology) How to Raise Monarch Butterflies by Carol Pasternak
| Follow the Water from Brook to Ocean by Arthur Dorros
| Liberty Rising by Pegi Deitz Shea
| Who Was...? biography series
| (comparison) What's the Difference Between a Leopard and a Cheetah? by Lisa Bullard
| Best Foot Forward by Ingo Arndt
| Shark or Dolphin: How Do You Know? by Melissa Stewart
| (cause/effect) Flash, Crash, Rumble, and Roll by Franklyn Branley
| A River Ran Wild by Lynne Cherry
| The Reason for a Flower by Ruth Heller
| (problem/solution) Falcons Nest on Skyscrapers by Priscilla Belz Jenkins
| Jimmy the Joey: The True Story of an Amazing Koala Rescue by Debora Lee Rose

*Identify similarities and differences between firsthand and secondhand accounts*

*https://www.teacherspayteacher.com/Product/Common-Core-Grade-4-Point-of-View-Practice-RI46-683624*

iReady

Reading Street Fresh Reads
| RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | • Explain how the point of view impacts the delivery of information in the text  
• Analyze information presented in various formats to identify key details  
• Understand what is heard, viewed, or presented through various media formats to help make meaning of the text  
• Explain how information presented in various formats aids to the overall meaning | **"Eye of the Storm"- Reading Street Unit 3** | iReady |
| RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | • Identify reasons and evidence an author uses to support a claim  
• Describe how an author uses proof to support a point in the text | *Readworks.org*  
*digitalreadworks.org*  
*Newsela*  
*Study Island* | iReady  
Reading Street Fresh Reads |
| RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same subject to identify key details and synthesize information from two texts about the same subject in a written or oral response that aids to the overall meaning. | • Read two texts closely on the same subject to identify key details  
• Synthesize information from two texts about the same subject in a written or oral response that | **"Eye of the Storm"- Reading Street Unit 3, pair with leveled readers** | *https://www.youtube.com/watch?v=loOGcRm6LM* |
| same topic in order to write or speak about the subject knowledgeably. | demonstrates knowledge of the subject |   |
### Unit Two Reading Literature Standards: Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Material/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
</table>
| RL.4.1. Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences from the text. | • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
• Refer to the text when drawing conclusions as well as when answering directly stated questions | **"The Great Kapok Tree"**-Reading Street Unit 3  
*see Unit 1 for resources  
**"The Stranger"**- Reading Street Unit 3  
*Achievethecore.org – Basal Alignment Project for text dependent questions  
*Readworks.com  
*digitalreadworks.com | *4th grade ELA standards based assessments (covers all standards)  
iReady  
Reading Street Fresh Reads |
| RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. | • Identify the key details of a text that support the main idea  
• Analyze the actions and thoughts of characters | *see Unit 1 for resources  
*Achievethecore.org – Basal Alignment Project for text dependent questions | iReady  
Reading Street Fresh Reads |
<table>
<thead>
<tr>
<th>or speakers in texts, looking for patterns</th>
<th>Determine the theme or main idea of the text</th>
<th>Summarize the key points of a text</th>
</tr>
</thead>
</table>

*Readworks.com*
*digitalreadworks.com*
**Unit Two Writing Standards:**  
**Fourth Grade- Explanatory/Informative Writing**

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Assessments/Evidence</th>
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</thead>
</table>
| W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | • Compose a clear thesis statement  
• Group related information in paragraphs and sections  
• Use text features such as (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
• Purposefully select information to develop the topic  
• Link ideas within paragraphs and sections of information using words and phrases  
• Select specific language and vocabulary to convey ideas and information  
• Provide a conclusion related to the information or explanations | "student-selected choice of researched-based report on extreme weather- can use the Eye of the Storm as a jumping off point"  
*possible resources-Severe Weather Links*  
[http://www.mensaforkids.org/MFK2/assets/File/Teach/Lesson Plans/Lesson_Hurricanes.pdf](http://www.mensaforkids.org/MFK2/assets/File/Teach/Lesson Plans/Lesson_Hurricanes.pdf)  
Conferences |
| **W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)** | **Produce writing that is clear and understandable to the reader**  
- Unpack writing tasks (type of writing assignment)  
- Unpack writing purpose (the writer’s designated reason for writing)  
- Focus the organization and development of a topic to reflect the task and purpose | *rubrics/checklists* | Rubrics |
|---|---|---|---|
| **W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)** | **Practice revising and editing skills**  
- Change word choice and sentence structure in writing to strengthen the piece  
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
- Recognize spelling, grammar, and punctuation errors  
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | *peer conferencing*  
- *Author’s Chair*  
- *Use daily fix sentences to teach how to edit and revise*  
  - spend one day editing and one day to revise the sentence and work on word choice | Rubrics  
Conferences |
**W.4.6.** 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 sitting.

- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills
- Type at least one page in a single sitting

*Microsoft Word*  
*Microsoft Publisher*  
**Rubrics**  
Teacher observation

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

- Research information from print and digital sources
- Integrate information from personal experience
- Take notes and organize their information into categories
- List the sources used

**Rubrics**

**W.4.10.** Write routinely over extended time frames (time for research, reflection, *metacognition/self-correction* and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

*Writing journals*  
*Blogging*  
*Student Web pages*  
**Teacher observation**  
**Conferences**  
**Rubrics**
### Unit Two Speaking and Listening Standards: Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.4.1.</td>
<td>Use previous knowledge to expand discussions about a topic</td>
<td><em>Think-Pair-Share</em></td>
<td>Teacher observation</td>
</tr>
<tr>
<td></td>
<td>Engage in conversations about grade-appropriate topics and texts</td>
<td><em>Author’s Chair</em></td>
<td>Self-assessment</td>
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<td></td>
<td>Participate in a variety of rich, structured conversations</td>
<td><em>Reading Street audio texts</em></td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</td>
<td><em>Partner reading</em></td>
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<tr>
<td></td>
<td>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</td>
<td><em>Literature circles</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>District developed prompts for speaking and listening</em></td>
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</tr>
</tbody>
</table>

SL.4.1.A. **Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.**

SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<table>
<thead>
<tr>
<th>SL.4.1.D</th>
<th>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.4.2</td>
<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</td>
</tr>
</tbody>
</table>
|         | - Identify the key points and supporting details of a text presented orally  
|         | - Restate the key information from a written text read aloud or information presented in multiple formats |
|         | *Listener's Response |
|         | Rubrics  
|         | Teacher observation |
| 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. |
|         | - Report on a topic or text, telling a story, or recounting an event in an organized, logical manner  
|         | - Present information orally and in coherent, spoken sentences  
|         | - Use an appropriate pace when presenting  
|         | - Present and logically support personal opinions |
|         | *resource for possible research project |
|         | Rubrics  
|         | Teacher observation |
| SL.4.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
|         | - Speak for a variety of purposes  
|         | - Distinguish between formal and informal discourse  
|         | - Adapt speech to a variety of contexts and tasks |
|         | *Oral reports  
|         | *Book talks  
<p>|         | Teacher observation |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
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<th>Assessments/Evidence</th>
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</thead>
<tbody>
<tr>
<td>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.4.1.c Use modal auxiliaries (e.g., <em>can</em>, <em>may</em>, <em>must</em>) to convey various conditions.  L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
<td>• Identify and define modal auxiliaries  • Use the appropriate modal auxiliary to convey various conditions  • Identify adjectives in sentences to determine their purpose  • Place adjectives in conventional order when writing or speaking</td>
<td>*Reading Street grammar book- none for modal auxiliaries, or adjectives in conventional order  *adjective resource- Reading Street Grammar workbook pages 81-88  *Study Island</td>
<td>iReady  Reading Street Grammar Tests</td>
</tr>
<tr>
<td>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.  L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>• Identify the format for marking direct speech and quotations  • Apply the rules for marking direct speech and quotations for writing  • Spell grade-appropriate words correctly  • Use references as needed to aid in spelling</td>
<td>*Reading Street grammar workbook-quotations/direct speech pages 109-116  *Reader’s Response logs  *Mad Libs  *Journals</td>
<td>iReady  Reading Street Grammar Tests  Spelling tests</td>
</tr>
<tr>
<td>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>• Select the most precise word to convey ideas  • Select punctuation to create effect in writing</td>
<td>*Reader’s Response logs  *Journals</td>
<td>Teacher observation  iReady</td>
</tr>
<tr>
<td>L.4.3.a</td>
<td>Choose words and phrases to convey ideas precisely.</td>
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<tr>
<td>L.4.3.b</td>
<td>Choose punctuation for effect.</td>
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<td>L.4.3.c</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Use formal English and informal English in the appropriate settings

| L.4.4 | 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. |
| L.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| L.4.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases |

- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words

| L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |

- Use 4th grade vocabulary fluently when discussing

| *context clues | *Study Island |
| *Study Island | *Reading Street practice book-Vocabulary-Context Clues, and Dictionary/Glossary pages in Units 2 and 3 |

| iReady | Reading Street Spelling pages |

| *updated 1/11/17 | | |
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).

<table>
<thead>
<tr>
<th>academic or domain-specific topics</th>
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<tbody>
<tr>
<td>• Choose the most accurate word when describing actions, emotions, or states of being</td>
</tr>
<tr>
<td>• Choose the most accurate word when discussing a particular topic</td>
</tr>
<tr>
<td>• Use knowledge of synonyms and antonyms to broaden vocabulary</td>
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<tr>
<td>Standard</td>
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</tbody>
</table>
| RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
   RF.4.3.a 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. | • Identify specific strategies for decoding words in texts  
   • Apply the specific strategies for decoding and spelling multisyllabic words | weekly spelling patterns  
   SpellingCity.com  
   Sparkle game  
   Reading Street Word Study and Spelling Practice Book | *4th grade ELA standards based assessments (covers all standards)  
weekly spelling tests  
iReady contracts |
| RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
   RF.4.4.a Read grade-level text with purpose and understanding.  
   RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | • Use various strategies to understand text and read with purpose  
   • Accurately read grade-level poetry and prose aloud  
   • Use an appropriate rate and expression when reading aloud | choral reading  
   partner reading  
   Reading Street leveled readers  
   Reader’s Theatre | Running records  
Teacher observation |
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<table>
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| RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. 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. | - Identify specific strategies for decoding words in texts  
- Apply the specific strategies for decoding and spelling multisyllabic words | *see Unit 1 resources  
*paid subscriptions to:  
-super teacher worksheets  
edhelper  
-enchanted learning  
*weekly spelling patterns  
*Spellingcity.com  
*Sparkle game | *4th grade ELA standards based assessments (covers all standards)  
weekly spelling tests  
iReady contracts |
| RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, | - Use various strategies to understand text and read with purpose  
- Read grade-level poetry and prose aloud accurately  
- Use an appropriate rate and expression when reading aloud  
- Use various strategies to support word recognition and understanding | *choral reading  
*partner reading  
*Reading Street leveled readers  
*Reader’s Theater | Running records  
Teacher observation |
appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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<td>Materials/Resources</td>
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</table>
| RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
• Refer to the text when drawing conclusions as well as when answering directly stated questions | *Reading Street- Unit4Week2 and Week4 leveled readers  
*Reading Street- Unit4Week2 paired reading pages 436-439  
*Achievethecore.org – Basal Alignment Project for text dependent questions  
*Readworks.com  
*digitalreadworks.com | *4th grade ELA standards based assessments (covers all standards)  
https://www.teacherspayteachers.com/Produc...817297  
iReady  
Reading Street Fresh Reads |
| RI.4.2. Determine the main idea of a text and explain how | • Identify the key details of a text that | *picture book biographies by David Adler | iReady  
Reading Street Fresh Reads |
| it is supported by key details; summarize the text. | support the main idea  
- Determine the main idea of the text  
- Summarize the key points of a text  
- Explain how the author supports main ideas in informational text with key details | *Reading Street- Unit4Week2 and Week4 leveled readers  
*Reading Street- Unit4Week2 paired reading pages 436-439  
*Achievethecore.org – Basal Alignment Project for text dependent questions  
*Readworks.com  
*digitalreadworks.com  
*Newsela.com  
*Mobymax.com |
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<tbody>
<tr>
<td>RL.4.1</td>
<td>Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</td>
<td>*fairytale resource that addresses multiple standards- RL.4.2, RL.4.3, RL.4.6, RL.4.7, RL.4.9: Fourthgradespace.weebly.com/ Cinderella-stories-around-the-world.html</td>
<td>*fairytale resource that addresses multiple standards- RL.4.2, RL.4.3, RL.4.6, RL.4.7, RL.4.9: Fourthgradespace.weebly.com/ Cinderella-stories-around-the-world.html</td>
</tr>
<tr>
<td></td>
<td>Make personal connections, make connections to other texts, and/or make global connections when relevant</td>
<td>*Resource for multiple literary skills- <a href="https://macmillanmh.com/">https://macmillanmh.com/</a> ccssreading/imagineit/grade4/ ccslh_g4_toc.html</td>
<td>*Reader's Response Logs</td>
</tr>
<tr>
<td></td>
<td>Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</td>
<td>*Achievethecore.org – Basal Alignment Project for text dependent questions</td>
<td>*Achievethecore.org – Basal Alignment Project for text dependent questions</td>
</tr>
<tr>
<td></td>
<td>Refer to the text when drawing conclusions as well as when answering directly stated questions</td>
<td>*see Unit 1 for Mentor Texts</td>
<td>*see Unit 1 for Mentor Texts</td>
</tr>
<tr>
<td>RL.4.2</td>
<td>Identify the key details of a text that support the main idea</td>
<td>*Achievethecore.org – Basal Alignment Project for text dependent questions</td>
<td>iReady</td>
</tr>
<tr>
<td></td>
<td>Analyze the actions and thoughts of</td>
<td>*see Unit 1 for Mentor Texts</td>
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<td></td>
<td>**see Unit 1 for Mentor Texts</td>
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<td>**see Unit 1 for Mentor Texts</td>
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</table>

**Unit Three Reading Literature Standards:**

**Fourth Grade**
<table>
<thead>
<tr>
<th>.poem and summarize the text. characters or speakers in texts, looking for patterns  <strong>• Identify the theme or main idea of the text</strong>  <strong>• Summarize the key points of a text</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **RL.4.3 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).**  **• Read text closely, looking for key details regarding character, setting, or plot**  **• Analyze story elements for literal and inferential meaning**  **• Refer to the text to describe various story elements**  | *story elements resource- www.learner.org/interactives/story/characters.html*  | iReady  
Reading Street Fresh Reads  |
| **RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.**  **• Determine the meaning of words and phrases in a text**  **• Identify words that allude to mythological characters (i.e.: Herculean)**  **• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)**  **• Identify metaphors and similes**  | *see Unit 1 resources*  | iReady  
Reading Street Fresh Reads  |
| RL.4.5 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. | • Explain the differences between poems, drama, and prose  
• Explain how structural elements are used to create an oral or written response to a text | *Reading Street Unit4Week3- “The King in the Kitchen” (play)  
*Reading Street Readers’ Theater Anthology- “The Twelve Dancing Princesses” | iReady  
Reading Street Fresh Reads |
| RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | • Identify the narrator’s point of view  
• Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view | See Unit 1 for mentor texts | iReady  
Reading Street Fresh Reads |
<p>| RL.4.7 Make connections between specific | • Link the reading of the text to listening or viewing the same story | *Search youtube.com to find an appropriate Cinderella video to make a video-reading connection | iReady |</p>
<table>
<thead>
<tr>
<th>RL.4.9</th>
<th><strong>Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</strong></td>
<td><strong>Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature</strong></td>
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<tr>
<td></td>
<td><strong>Analyze how the theme is presented in the text</strong></td>
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<td></td>
<td><strong>Analyze the influence of culture on similar themes</strong></td>
</tr>
<tr>
<td><em>resource for different picture books for Cinderella around the world</em></td>
<td><a href="http://www.goodreads.com/list/show/854.Cinderella_stories">www.goodreads.com/list/show/854.Cinderella_stories</a></td>
</tr>
<tr>
<td>iReady</td>
<td>Reading Street Fresh Reads</td>
</tr>
</tbody>
</table>
## Unit Three Writing Standards:
### Fourth Grade- Informative/Explanatory Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.4.3 Write narratives to develop real or imagined experiences or events using **narrative** technique, descriptive details, and clear event sequences.  
  W.4.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
  W.4.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  
  W.4.3.C. Use temporal words and phrases to signal event order.  
  W.4.3.D. Provide a sense of closure. | • Compose a story hook to engage the reader  
• Establish the story’s background or situation  
• Introduce a narrator and/or characters  
• Purposefully arrange events to make the story flow  
• Use dialogue and description to develop experiences and events  
• Show the responses of characters to situations, when appropriate  
• Use a variety of transitional words and phrases to manage the sequence of events  
• Use concrete words and phrases to relay story details  
• Use sensory details to convey experiences and events precisely  
• Provide a conclusion that follows from the narrated experiences or events | *Writing workshop narrative materials*  
*Zaner-Bloser*  
*Writing exemplars*  
*Mentor Texts:  
The Relatives Came by Cynthia Rylant  
Owl Moon by Jane Yolen  
Knuffle Bunny by Mo Willems  
Fireflies by Julie Brickloe  
The Snowy Day by Ezra Jack Keats  
My Rotten Redheaded Older Brother by Patricia Polacco  
The Sweetest Fig by Chris Van Allsburg  
Come On, Rain by Karen Hesse  
The Leaving Morning by Angela Johnson* | Rubrics  
Conferences |
| W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Unpack writing purpose (the writer’s designated reason for writing)  
• Focus the organization and development of a topic to reflect the task and purpose | *Rubrics/checklists | Rubrics |
|---|---|---|---|
| W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) | • Practice revising and editing skills  
• Change word choice and sentence structure in writing to strengthen the piece  
• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors  
• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | *Use daily fix sentences to teach how to edit and revise -spend one day editing and one day to revise the sentence and work on word choice  
*Author’s Chair  
*Peer Conferencing | Rubrics  
Conferences |
| W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish | • Use digital tools  
• Use technology for producing and publishing | *Microsoft Word and Publisher | Teacher observation  
Rubrics |
| 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 sitting. | writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single sitting |  |
|---|---|---|
| **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | • Use strategies for reading literary and informational text to investigate topics
• Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
• Explain how an author uses proof to support a point in informational text
• Prove each point with evidence from the text
• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject | Teacher observation |
| **W.4.10.** Write routinely over extended time frames (time for research, reflection, **metacognition/self-correction** and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- | • Produce numerous pieces of writing over various time frames
• Develop skills in research
• Reflect on and revise writing | *Writing Journals
*Blogging
*Student Web pages | Teacher observation
Conferences
Rubrics |
| specific tasks, purposes, and audiences. | • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |   |
Unit Three Speaking and Listening Standards:  
Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
</table>
| 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. | • Use previous knowledge to expand discussions about a topic  
• Engage in conversations about grade-appropriate topics and texts  
• Participate in a variety of rich, structured conversations  
• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer  
• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) | *Think-Pair-Share  
*Author’s Chair  
*Reading Street audio texts  
*partner reading  
*Literature circles  
*District developed prompts for speaking and listening | Teacher observation  
Self-assessment  
Rubrics |
| SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | | | |
| SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. | | | |
| SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | | |
| SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | · Identify the key points and supporting details of a text presented orally<br>· Restate the key information from a written text read aloud or information presented in multiple formats | *Listener’s Response-responding to a speech<br>*Present narrative essays | Rubrics<br>Teacher observation |
| SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) | · Identify the key points and supporting details of a text presented orally<br>· Restate the key information from a written text read aloud or information presented in multiple formats | | Rubrics<br>Teacher observation |
| 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. | · Report on a topic or text, telling a story, or recounting an event in an organized, logical manner<br>· Present information orally and in coherent, spoken sentences<br>· Use an appropriate pace when presenting<br>· Present and logically support personal opinions | *present narrative essays | Rubrics<br>Teacher observation |
| SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when | · Speak for a variety of purposes | *Reader’s Theater<br>*Oral Reports | Teacher observation |
indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
</table>
| L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  L.4.1.G Correctly use frequently confused words (e.g., to, too, two, there, their). | • Identify words that are frequently confused when reading  
  • Use frequently confused words correctly in writing | *Reading Street Unit3Week2 spelling workbook- homophones pages 13-16 | iReady  
  Reading Street Grammar Tests |
| L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.  
  L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed. | • Identify coordinating conjunctions in sentences  
  • Use a comma before a coordinating conjunction in a compound sentence  
  • Spell grade-appropriate words correctly  
  • Use references as needed to aid in spelling | *Reading Street Unit1Week4 grammar workbook- compound sentences pages 13-16  
  *Reading Street Unit6Week1 grammar workbook- conjunctions pages 101-104  
  *Schoolhouse Rock videos  
  *Journals  
  *Reader's Response Logs | iReady  
  Reading Street Grammar Tests  
  Spelling tests |
| L.4.4. Determine or clarify the meaning of unknown and multiple- | • Decipher the meanings of words and phrases by using sentence context | *Reading Street Unit3Week1 and Week2 | iReady |
| Meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  
L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. | - Identify the purpose and use of glossaries and dictionaries  
- Determine the structure of glossaries and dictionaries  
- Use both print and digital glossaries and dictionaries to define and clarify words. | Vocabulary skills- multiple meaning words  
*Reading Street Unit1Week3, Unit2Week5, Unit4Week3, Unit6Week2, Unit6Week3-vocabulary skill/research and study skills- dictionary and thesaurus skills |  |
| L.4.5 Demonstrate understanding of figurative language, word relationships, | - Identify similes and metaphors in text  
- Explain the meaning of simple similes and metaphors. | *Idioms- Tedd Arnold books- More Parts, Marvin Terba, Scholastic Dictionary of Idioms | iReady  
Reading Street spelling pages |
<table>
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<tr>
<th>and nuances in word meanings.</th>
</tr>
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<tbody>
<tr>
<td><strong>L.4.5.A</strong> Explain the meaning of simple similes and metaphors (e.g., <em>as pretty as a picture</em>) in context.</td>
</tr>
<tr>
<td><strong>L.4.5.B</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td><strong>L.4.5.C</strong> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
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</table>

| • Identify idioms, adages, and proverbs in text |
| • Explain the meaning of common idioms, adages, and proverbs |
| • Determine synonyms and antonyms of words to show meaning |

| *Similes and Metaphors- see Unit 1 resources* |
| *Reading Street Unit1Week3 vocabulary skill- synonyms and antonyms* |
| *BrainPop video on synonyms and antonyms* |
| *Reading Street Unit4Week4- research and study skills- thesaurus which addresses synonyms* |
| *adage resource- [https://mhschool.com/lead_21/grade5/ccslh_g5_lv_6_3f.html](https://mhschool.com/lead_21/grade5/ccslh_g5_lv_6_3f.html)* |

| **L.4.6.** 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, |
| • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics |
| • Choose the most accurate word when describing actions, emotions, or states of being |

| iReady Teacher observation |
| whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | • Choose the most accurate word when discussing a particular topic  
• Use knowledge of synonyms and antonyms to broaden vocabulary |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. 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.</td>
<td>• Identify specific strategies for decoding words in texts&lt;br&gt;• Apply the specific strategies for decoding and spelling multisyllabic words</td>
<td>*see Unit 1 resources&lt;br&gt;*Resource for multiple literary skills-<a href="https://macmillanmh.com/ccssreading/imagineit/grade4/ccslh_g4_toc.html">https://macmillanmh.com/ccssreading/imagineit/grade4/ccslh_g4_toc.html</a>&lt;br&gt;*paid subscriptions to:&lt;br&gt;- super teacher worksheets&lt;br&gt;- edhelper&lt;br&gt;- enchanted learning&lt;br&gt;*weekly spelling patterns&lt;br&gt;*Spellingcity.com&lt;br&gt;*Sparkle game</td>
<td>*4th grade ELA standards based assessments (covers all standards)<a href="https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297">https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297</a>&lt;br&gt;*weekly spelling tests&lt;br&gt;*iReady&lt;br&gt;*spelling contracts</td>
</tr>
<tr>
<td>RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>• Use various strategies to understand text and read with purpose&lt;br&gt;• Read grade-level poetry and prose aloud accurately&lt;br&gt;• Use an appropriate rate and expression when reading aloud</td>
<td>*choral reading&lt;br&gt;*partner reading&lt;br&gt;*Reading Street leveled readers&lt;br&gt;*Reader’s Theater</td>
<td>*Running records&lt;br&gt;*Teacher observation</td>
</tr>
</tbody>
</table>
| RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • Use various strategies to support word recognition and understanding  
• Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
## Unit Four Reading Information Standards: Fourth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
• Refer to the text when drawing conclusions as well as when answering directly stated questions | *Mentor Texts  
https://www.teacherspayteachers.com/Product/NO-PREP-Nonfiction-Reading-and-Writing-Companion-for-Informational-Texts-1369541  
*Readworks.com  
*Digitalreadworks.com  
*Newsela.com  
*Reading Street Unit 5 Week 3-“Amelia and Eleanor Go for a Ride”  
Achievethecore.org – Basal Alignment Project for text dependent questions | *iReady  
*4th grade ELA standards based assessments (covers all standards)  
| RI.4.2. Determine the main idea of a text and explain how it is supported | • Identify the key details of a text that support the main idea  
• Determine the main idea of the text | *address standard during ongoing lessons with informational text | iReady  
Reading Street Fresh Reads |
| RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. | • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) | *Readwritethink.org vocabulary mapping  
*Newsela.com  
*Mobymax.com vocabulary  
*Study Island | iReady |
| RI.4.5 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. | • Identify how a text is organized to describe the structure (i.e.: chronological, comparative, cause/effect, etc.) | *website that explains text structures in reading, provides examples and practice (at the bottom of the page)  
http://www.ereadingworksheets.com/text-structure/  
*Reading Street Unit 5 Week 4-“Antarctic Journal”  
*see Mentor Texts in Unit 2 | iReady  
Reading Street Fresh Reads |
| RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the | • Identify similarities and differences between firsthand and secondhand accounts  
• Explain how the point of view impacts the | *Reading Street Unit 5 Week 4-“Antarctic Journal”  
*Reading Street Unit 6 Week 1-My Brother Martin- pair with a Readworks article (or any article) that is about him | iReady  
Reading Street Fresh Reads |
| differences in focus and the information provided. | delivery of information in the text | • Read and understand a wide range of informational texts within the grade level efficiently by the end of the year  
• Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts  
• Read texts with scaffolding as needed | *picture book biographies by David Adler  
*see Unit 1 resources | iReady  
Reading Street Fresh Reads |

**RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.**
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.4.1. Refer to details and examples in a text **and make connections** when explaining what the text says explicitly and when drawing inferences from the text. | - Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
- Make personal connections, make connections to other texts, and/or make global connections when relevant  
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text  
- Refer to the text when drawing conclusions as well as when answering directly stated questions | "Reading Street Unit 6 Week 1- “My Brother Martin”  
*see unit 1 resources  
*achievethecore.org – Basal Alignment Project for text dependent questions | iReady  
Reading Street Fresh Reads |
| RL.4.2. Determine **the key details to identify theme** in a story, drama, or poem and summarize the text. | - Identify the key details of a text that support the main idea  
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns | *see unit 1 resources | iReady  
Reading Street Fresh Reads |
| RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. | • Determine the meaning of words and phrases as they are used in a text  
• Identify words that allude to mythological characters (i.e.: Herculean)  
• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)  
• Identify metaphors and similes | *see unit 1 resources  
iReady  
Reading Street Fresh Reads |
|---|---|---|
| RL.4.5 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. | • Explain the differences between poems, drama, and prose  
• Explain how structural elements are used to create an oral or written response to a text | *Reading Street- poetry- pgs 130-137 (end of unit 1)  
*Shel Silverstein books, Jack Prelutsky books  
iReady  
Reading Street Fresh Reads |
| RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the | • Identify the narrator’s point of view  
• Find the similarities and differences in the | *The Homework Machine by Dan Gutman- told from the  
iReady  
Reading Street Fresh Reads |
<table>
<thead>
<tr>
<th>difference between first- and third-person narrations.</th>
<th>narration between a story written in first person and a story written in third person point of view</th>
<th>different student’s perspective</th>
</tr>
</thead>
</table>

**RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.**

- Read and understand a wide range of literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

*See Unit 1 for suggestions for novels*

iReady
Reading Street Fresh Reads
## Unit Four Writing Standards:
**Fourth Grade- Informative/Explanatory Writing**

<table>
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<tr>
<th>Standard</th>
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<th>Assessments/Evidence</th>
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</thead>
</table>
| W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | • Introduce a topic clearly  
• Compose a clear thesis statement  
• Group related information in paragraphs and sections  
• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate  
• Purposefully select information to develop the topic  
• Link ideas within paragraphs and sections of information using words and phrases  
• Use transitional words and phrases  
• Select specific language and vocabulary to convey ideas and information  
• Provide a conclusion related to the information or explanation presented | *achieve the core-Save Our Water! and Water Conservation Tips-read the article and watch video then write an informational essay on water conservation | rubrics |
| W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | | | |
| W.4.2.B Develop the topic with facts, definitions, concrete details, **text evidence**, or other information and examples related to the topic. | | | |
| W.4.2.C Link ideas within **paragraphs and sections** of information using words and phrases (e.g., another, for example, also, because). | | | |
| W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | |
| W.4.2.E Provide a **conclusion** related to the information or explanation presented. | | | |
| W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Unpack writing purpose (the writer’s designated reason for writing)  
• Focus the organization and development of a topic to reflect the task and purpose | *Writer’s workshop  
*Zaner-Bloser | Checklists  
Rubrics |
|---|---|---|---|
| W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) | • Practice revising and editing skills  
• Change word choice and sentence structure in writing to strengthen the piece  
• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors  
• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | Conferences  
Rubrics |  |
| W.4.6. With some guidance and support from adults, use | • Use digital tools | Microsoft Word |  |
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 sitting.

- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single sitting

| W.4.7. (Choice) Conduct short research projects that build knowledge through investigation of different aspects of a topic. | • Research a topic through investigation of the topic
• Explore a topic in greater detail by developing a research question that helps bring focus to the topic
• Gather information from multiple sources to support a topic
• Select relevant information from texts to support main ideas or claims
• Group like ideas to organize writing | Checklists
Rubrics |

| W.4.8 (Choice) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | • Research information from print and digital sources
• Integrate information from personal experience
• Take notes and organize their information into categories
• List the sources used | Rubrics
Checklists |

| W.4.9 (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. | • Use strategies for reading literary and informational text to investigate topics | Conferences
Rubrics |
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

W.4.10. Write routinely over extended time frames (time for research, reflection, **metacognition/self-correction** and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Use previous knowledge to expand discussions about a topic&lt;br&gt;Engage in conversations about grade-appropriate topics and texts&lt;br&gt;Participate in a variety of rich, structured conversations&lt;br&gt;Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</td>
<td>*District developed prompts for speaking and listening&lt;br&gt;*literature circles address listening and speaking standards&lt;br&gt;*Author’s Chair&lt;br&gt;*Think-Pair-Share</td>
<td>Teacher observation&lt;br&gt;Rubrics&lt;br&gt;Self-assessment</td>
</tr>
<tr>
<td>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</td>
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<tr>
<td>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
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<tr>
<td>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
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<tr>
<td>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
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<tr>
<td><strong>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</strong></td>
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<td></td>
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<tr>
<td>- Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes</td>
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<tr>
<td><strong>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</strong> (See grade 6 Language standards 1 and 3 for specific expectations.)</td>
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<td></td>
</tr>
<tr>
<td>- Speak for a variety of purposes</td>
<td><em>Reader’s Theater</em></td>
<td></td>
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</tr>
<tr>
<td>- Distinguish between formal and informal discourse</td>
<td><em>Book talks</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Adapt speech to a variety of contexts and tasks</td>
<td><em>Oral reports</em></td>
<td></td>
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<tr>
<td>Teacher observation</td>
<td></td>
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</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
<td>Assessments/Evidence</td>
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<tr>
<td>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G Correctly use frequently confused words (e.g., to, too, two, there, their).</td>
<td>• Identify words that are frequently confused when reading • Use frequently confused words correctly in writing</td>
<td>*Reading Street spelling workbook *Reading Street grammar workbook</td>
<td>iReady Reading Street grammar tests</td>
</tr>
<tr>
<td>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>• Spell grade-appropriate words correctly • Use references as needed to aid in spelling</td>
<td>*Reading Street spelling workbook *Spelling City</td>
<td>weekly spelling tests</td>
</tr>
<tr>
<td>L.4.4. 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. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.B Use common, grade-appropriate Greek</td>
<td>• Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and</td>
<td>*Reading Street Unit 5 Weeks 2, 3, 4- Greek and Latin roots *Reading Street spelling workbook- Unit 4 Week 5, Unit 6 Weeks 2, 3, 4 *Reading Street Unit 4 Week 4- research and study skills- thesaurus which addresses synonyms</td>
<td>iReady Reading Street grammar tests</td>
</tr>
</tbody>
</table>
and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

<table>
<thead>
<tr>
<th>L.4.6. 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., <em>wildlife</em>, <em>conservation</em>, and <em>endangered</em> when discussing animal preservation).</th>
</tr>
</thead>
</table>
| *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics*  
*Choose the most accurate word when describing actions, emotions, or states of being*  
*Choose the most accurate word when discussing a particular topic* |
| *Study island and Moby Max*  
*Reading Street Unit1Week3 vocabulary skill- synonyms and antonyms*  
*BrainPop video on synonyms and antonyms* |
| iReady  
Teacher observation |
- Use knowledge of synonyms and antonyms to broaden vocabulary
## Unit One

<table>
<thead>
<tr>
<th>Standards Covered</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1-3</strong>&lt;br&gt;Reading Literature Standards Covered:&lt;br&gt;R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.6</td>
<td>“Frindle”&lt;br&gt;“Casey At Bat”&lt;br&gt;“Dreams”</td>
</tr>
<tr>
<td><strong>Weeks 4-5</strong>&lt;br&gt;Reading Informational Text Standards Covered:&lt;br&gt;R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I.5.6</td>
<td>Shutting Out the Sky (Reading Street)&lt;br&gt;NEWSELA&lt;br&gt;Kids Discovery</td>
</tr>
<tr>
<td><strong>Weeks 6-7</strong>&lt;br&gt;Reading Informational Text Standards Covered:&lt;br&gt;R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I.5.6</td>
<td>Satchel Paige (Reading Street)&lt;br&gt;“The Motion of Baseball”&lt;br&gt;NEWSELA&lt;br&gt;Kids Discovery</td>
</tr>
<tr>
<td><strong>Weeks 8-10</strong>&lt;br&gt;Reading Literature Standards Covered:&lt;br&gt;R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.5, R.L.5.6</td>
<td>BFG</td>
</tr>
</tbody>
</table>

**Writing and Language Standards**<br>L.5.1, L.5.2, L.5.4, L.5.5, L.5.6<br>Opinion Writing<br>W.5.3, W.5.4, W.5.5, W.5.6, W.5.9, W.5.10

**Speaking and Listening-Covered in every week**<br>S.L. 5.1, 5.2, 5.4, 5.6

**Foundational Skills- Covered in every week**<br>R.F. 5.3A, 5.4 A,B,C

## Unit Two

<table>
<thead>
<tr>
<th>Standards Covered</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1-2</strong>&lt;br&gt;Reading Informational Text Standards Covered:&lt;br&gt;R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I. 5.5, R.I.5.6, R.I. 5.7, R.I. 5.8, R.I. 5.9</td>
<td>Passage To Freedom&lt;br&gt;NEWSELA&lt;br&gt;Kids Discovery&lt;br&gt;Introduction to World War II&lt;br&gt;America’s Bird Soars&lt;br&gt;The Holocaust Denmark: Resistance to Nazi Germany</td>
</tr>
<tr>
<td><strong>Weeks 3-4</strong>&lt;br&gt;Reading Literature Standards Covered:&lt;br&gt;R.L.5.1, R.L.5.2</td>
<td>Number the Stars</td>
</tr>
<tr>
<td><strong>Weeks 5-6</strong>&lt;br&gt;Reading Informational Text Standards Covered:&lt;br&gt;R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I. 5.5, R.I.5.6, R.I. 5.7, R.I. 5.8, R.I. 5.9</td>
<td>Jane Goodall&lt;br&gt;NEWSELA&lt;br&gt;Kids Discovery&lt;br&gt;Jane Goodall’s 10 Ways to Help Save Wildlife&lt;br&gt;An Argument Against Zoos Activity</td>
</tr>
<tr>
<td><strong>Weeks 7-10</strong>&lt;br&gt;Reading Literature Standards Covered:</td>
<td>Literature Circles&lt;br&gt;• The One and Only Ivan-570</td>
</tr>
<tr>
<td>Reading Informational Text Standards Covered:</td>
<td>Mahalia Jackson</td>
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<tr>
<td>R.I.5.1, R.I.5.2, R.I.5.6</td>
<td>NEWSELA Kids Discover</td>
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<thead>
<tr>
<th>Reading Literature Standards Covered:</th>
<th>Bridge to Terabithia</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.7, R.L.5.9</td>
<td>The Legend of the Goddess Tin Hau, or Mazu Comic and Graphic Novel Activity Hercules Activity King Midas and the Golden Touch (Reading Street) The Eagle and the Bat (Reading Street)</td>
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<thead>
<tr>
<th>Reading Informational Text Standards Covered:</th>
<th>Leonardo’s Horse</th>
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<tbody>
<tr>
<td>R.I.5.1, R.I.5.2, R.I.5.6</td>
<td>New Vinci Readworks Passage NEWSELA Kids Discover</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Reading Literature Standards Covered:</th>
<th>Literature Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.7, R.L.5.9</td>
<td>• Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed—up Files- 700 • Ms. Frisby and the Rats of Nimh-780</td>
</tr>
</tbody>
</table>

| Writing and Language Standards | L.5.1, L.5.2, L.5.4, L.5.5, L.5.6 Narrative Writing W.5.3, W.5.4, W.5.5, W.5.6, W.5.9, W.5.10 |

<table>
<thead>
<tr>
<th>Speaking and Listening-Covered in every week</th>
<th>Foundational Skills- Covered in every week</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.L. 5.1, 5.2, 5.4, 5.6</td>
<td>R.F. 5.3A, 5.4 A,B,C</td>
</tr>
<tr>
<td>Foundational Skills- Covered in every week</td>
<td>R.F. 5.3A, 5.4 A,B,C</td>
</tr>
</tbody>
</table>
# Unit Four

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Reading Literature Standards Covered:</th>
<th>Westlandia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>R.L.5.1, R.L.5.2, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.10</td>
<td></td>
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<tr>
<td>3-4</td>
<td>R.L.5.1, R.L.5.2, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.10</td>
<td>Tuck Everlasting Charlotte Doyle “Inside Out and Back Again&quot; by Thanhha Lai</td>
</tr>
<tr>
<td>5-6</td>
<td>R.I.5.1, R.I.5.2, R.I.5.4, R.I.5.5, R.I.5.6, R.I.5.10</td>
<td>The Unsinkable Wreck of the R.M.S. Titanic NEWSELA Kids Discover</td>
</tr>
<tr>
<td>7-10</td>
<td>R.L.5.1, R.L.5.2, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.10</td>
<td>Literature Circles • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 • Mr. Poppers Penguins -910</td>
</tr>
</tbody>
</table>

## Writing and Language Standards
- L.5.1, L.5.2, L.5.4, L.5.6
- Informative/Explanatory W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10

## Speaking and Listening-Covered in every week
- S.L. 5.1, 5.5, 5.6
- Foundational Skills- Covered in every week R.F. 5.3A, 5.4 A,B,C

Daily Suggested Time Spent on Each Component of Language Arts:

- 0.5 hour – Writing/Grammar
- .25- Spelling
- 1.25- Reading/Speaking and Listening
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RF.5.3.A. 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. | • Identify specific strategies for decoding words in texts  
• Apply the specific strategies for decoding and spelling multisyllabic words | Satchel Paige  
Frindle  
BFG (Literature Circle intro book) | Reading Street  
Fresh  
Reads used as Fluency Passages  
Reading Street Fluency Passages  
iReady |
| RF.5.4.A. Read grade-level text with purpose and understanding.  
RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive | • Use various strategies to understand text and read with purpose  
• Accurately read grade-level poetry and prose aloud  
• Use an appropriate rate and expression when reading | Satchel Paige  
Frindle  
BFG (Literature Circle intro book)  
Casey at Bat  
New Colossus | Reading Street  
Fresh Reads used as Fluency Passages  
Reading Street Fluency Passages  
iReady |
<table>
<thead>
<tr>
<th>Readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</th>
<th>aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use various strategies to support word recognition and understanding</td>
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<tr>
<td>- Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
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<tr>
<td>Standard</td>
<td>How to Implement</td>
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</tbody>
</table>
| RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text | Newsela  
Kids Discover- Ellis Island, Jackie Robinson, Immigration  
Satchel Paige  
Shutting Out the Sky  
The Motion of Baseball  
Reading Response | Close Reading  
Classwork  
Assessment Passage  
Assessment Questions  
Assessment Answers |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by | • Summarize the key points of a text  
• Identify details to support the main idea | Newsela  
Kids Discover- Ellis Island, Jackie Robinson, Immigration  
Satchel Paige | Close Reading  
Classwork  
Assessment Passage  
Assessment Questions  
Assessment Answers |
| key details; summarize the text. | • Identify at least two main ideas in informational texts  
• Explain how the author supports main ideas in informational text with key details | Shutting Out the Sky  
The Motion of Baseball  
Reading Response |
| --- | --- | --- |
| RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | • Discuss the similarities and differences unique to the various perspectives presented in text  
• Give descriptions about how the information is presented for each perspective | Newsela  
Kids Discover- Ellis Island, Jackie Robinson, Immigration  
Satchel Paige  
Shutting Out the Sky  
The Motion of Baseball  
Reading Response |
| | | Close Reading  
Classwork  
Unit 1 open ended questions  
iReady |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.5.1. Quote accurately from a text, and make relevant **connections** when explaining what the text says **explicitly** and when drawing **inferences** from the text. | • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from | **Frindle Unit**  
**Frindle Unit 2**  
**Frindle Unit 3**  
**BFG**  
**(Literature Circle intro book)**  
**Character/Inference**  
**Reading Response** | **Close Reading Classwork**  
**Assessment Passage and Questions Assessment Answers Unit 1 open ended questions iReady** |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Task</th>
<th>Resource</th>
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</thead>
<tbody>
<tr>
<td>RL.5.2.</td>
<td>Determine the key details in a story, drama or poem to identify the <strong>theme</strong> and to summarize the text.</td>
<td>Identify the key details in a text, Analyze the actions and thoughts of characters or speakers in texts, looking for patterns, Identify the theme of the text, Determine central message or theme</td>
</tr>
<tr>
<td>RL.5.3.</td>
<td>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).</td>
<td>RL.5.3: Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts. Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</td>
</tr>
<tr>
<td>RL.5.4.</td>
<td>Determine the meaning of words and phrases as they are used in a text,</td>
<td>Demonstrate the ability to determine the meaning of words and phrases as they</td>
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<tr>
<td>including figurative language such as metaphors and similes.</td>
<td>are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Analyze similes and metaphors in text and how it impacts the reader</td>
<td>(Literature Circle intro book) Casey at Bat Langston Hughes-Dreams Reading Response</td>
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<tr>
<td>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</td>
<td>• RL.5.5: • Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) • Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</td>
<td>BFG (Literature Circle intro book) Casey at Bat Langston Hughes-Dreams Reading Response</td>
</tr>
<tr>
<td>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</td>
<td>• Identify the narrator’s point of view • Explain how the point of view impacts the events in the text</td>
<td>Frindle Unit Frindle Unit 2 Frindle Unit 3 BFG (Literature Circle intro book) Casey at Bat Character/Inference Reading Response</td>
</tr>
</tbody>
</table>
## Unit One Writing Standards:
### Fifth Grade - Opinion Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; | • Compose a story hook to engage the reader  
• Establish the story’s background or situation  
• Introduce a narrator and/or characters  
• Purposefully arrange events to make the story flow  
• Use dialogue and description to | Writer's Workshop  
Zaner-Bloser | iReady |
<table>
<thead>
<tr>
<th>W.5.3.B.</th>
<th>W.5.3.C.</th>
<th>W.5.3.D.</th>
<th>W.5.3.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
<td>Use a variety of transitional words and phrases to manage the sequence of events.</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
<td>Use sensory details to convey experiences and events precisely.</td>
<td></td>
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</tr>
<tr>
<td>W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<tr>
<td>W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>W.5.4.</th>
<th>Writer’s Workshop Zaner-Bloser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
<td></td>
</tr>
<tr>
<td>• Produce writing that is clear and understandable to the reader.</td>
<td></td>
</tr>
<tr>
<td>• Unpack writing tasks (type of writing assignment).</td>
<td></td>
</tr>
<tr>
<td>• Unpack writing purpose (the writer’s designated reason for writing).</td>
<td></td>
</tr>
<tr>
<td>• Focus the organization and development of a topic to reflect the task and purpose.</td>
<td></td>
</tr>
</tbody>
</table>

iReady
| 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) | • Practice revising and editing skills  
• Change word choice and sentence structure in writing to strengthen the piece  
• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors  
• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | Writer’s Workshop Zaner-Bloser | iReady |

| W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. | • Use digital tools to collaborate on written works  
• Ask for guidance when appropriate  
• Use technology for producing and publishing writing, and collaborating with | Writer’s Workshop Zaner-Bloser | iReady |
<p>| W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject | Writer’s Workshop Zaner-Bloser |
| W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | Writer’s Workshop Zaner-Bloser |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| 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.  
SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  
SL.5.1.B. Follow agreed-upon rules for discussions and carry out | • Use previous knowledge to expand discussions about a topic  
• Engage in conversations about grade-appropriate topics and texts  
• Participate in a variety of rich, structured conversations  
• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer  
• Engage in collaborative conversations (such as book groups, literature circles, buddy | Satchel Paige  
Shutting Out the Sky  
Frindle Unit  
Frindle Unit 2  
Casey at Bat  
BFG (Literature Circle intro book)  
• District wide Speaking and Listening prompts  
• Literature Circles  
Novel Discussions | iReady |
| SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

- **IReady**

| SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally). |
| - Identify the key points and supporting details of a text presented orally |
| - Summarize a written text read aloud or information presented in multiple formats |

- **Frindle Unit**
- **Frindle Unit 2**
- **BFG (Literature Circle intro book)**

- District wide Speaking and Listening prompts
| SL.5.4. Report on a topic or text | Literature Circles  
Novel Discussions | District wide Speaking and Listening prompts  
Literature Circles  
Novel Discussions |
|----------------------------------|-------------------|-----------------------------------------------|
| 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 | Report on a topic or text, telling a story, or recounting an event in an organized, logical manner  
Present information orally and in coherent, spoken sentences  
Use an appropriate pace when presenting  
Present and logically support personal opinions |  
|
| SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) | Speak for a variety of purposes  
Distinguish between formal and informal discourse  
Adapt speech to a variety of contexts and tasks | District wide Speaking and Listening prompts  
Literature Circles  
Novel Discussions |
<table>
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<th>Standard</th>
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</thead>
</table>
| L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | • Define conjunctions, prepositions, and interjections  
• Identify conjunctions, prepositions, and interjections in sentences  
• Explain the purpose of conjunctions, prepositions, and interjections | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner-Bloser | iReady Language Assessments |
<table>
<thead>
<tr>
<th>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</th>
<th>and interjections in sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify the tense of verbs</td>
<td></td>
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<tr>
<td>- Identify perfect verb tenses in writing</td>
<td></td>
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<tr>
<td>- Conjugate verbs using the perfect verb tenses</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
<th>Define and identify items in a series</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Separate items in a series using appropriate punctuation</td>
<td></td>
</tr>
<tr>
<td>- Spell grade-appropriate words correctly</td>
<td></td>
</tr>
<tr>
<td>- Use references as needed to aid in spelling</td>
<td></td>
</tr>
</tbody>
</table>

| - Use punctuation to separate items in a series.*  |
| - Spell grade-appropriate words correctly, consulting references as needed.  |

- Reading Street Grammar Book
- Super teacher worksheets
- Writer’s Workshop/Zaner Bloser

- iReady
- Language Assessments
L.5.4. 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.

L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5.A. Interpret figurative language, including similes and metaphors, in context. L.5.5.B.

| Reading Street Grammar Book |
| Super teacher worksheets |
| Writer’s Workshop/Zaner Bloser |
| vocabulary.com |

- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words

<p>| iReady Language Assessments |
| Reading Street Grammar Book |
| Super teacher worksheets |
| Writer’s Workshop/Zaner Bloser |
| vocabulary.com |</p>
<table>
<thead>
<tr>
<th><strong>L.5.5.C.</strong> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</th>
</tr>
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- Explain the meaning of common idioms, adages, and proverbs
- Determine synonyms and antonyms of words to show meaning
- Identify and explain the difference in meanings in related words, like homographs

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<thead>
<tr>
<th><strong>Bloser</strong></th>
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<tbody>
<tr>
<td><strong>Language Assessments</strong></td>
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<tr>
<th><strong>L.5.6.</strong> 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., however, although, nevertheless, similarly, moreover, in addition).</th>
</tr>
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- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden

| **Reading Street Grammar Book**
**Super teacher worksheets**
**Writer’s Workshop/Zaner Bloser** |
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<td><strong>iReady Language Assessments</strong></td>
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<tr>
<td>vocabulary</td>
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</table>
**Unit Two Reading Foundation Standards: Fifth Grade**

<table>
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<tbody>
<tr>
<td>RF.5.3.A</td>
<td>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.</td>
<td>Number The Stars&lt;br&gt;The Holocaust&lt;br&gt;Denmark: Resistance to Nazi Germany&lt;br&gt;America’s Bird Soars&lt;br&gt;Literature Circle Guide&lt;br&gt;Literature Circle Guide 2&lt;br&gt;Introducing Literature Circles&lt;br&gt;Literature Circles</td>
<td>Reading Street&lt;br&gt;Fresh Reads used as Fluency Passages&lt;br&gt;Reading Street Fluency Passages&lt;br&gt;iReady</td>
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<tr>
<td>RF.5.4.A. Read grade-level text with purpose and understanding.</td>
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<tr>
<td>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<tr>
<td>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<tr>
<td><strong>• Use various strategies to understand text and read with purpose</strong></td>
<td></td>
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<tr>
<td><strong>• Accurately read grade-level poetry and prose aloud</strong></td>
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<tr>
<td><strong>• Use an appropriate rate and expression when reading aloud</strong></td>
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<tr>
<td><strong>• Use various strategies to support word recognition and understanding</strong></td>
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<tr>
<td><strong>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</strong></td>
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<thead>
<tr>
<th>Number The Stars</th>
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<tr>
<td>The Holocaust Denmark: Resistance to Nazi Germany</td>
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<tr>
<td>America’s Bird Soars</td>
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<tr>
<td><strong>Literature Circle Guide</strong></td>
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<tr>
<td><strong>Literature Circle Guide 2</strong></td>
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<tr>
<td>Introducing Literature Circles</td>
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<table>
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<tbody>
<tr>
<td><strong>• The One and Only Ivan-570</strong></td>
</tr>
<tr>
<td><strong>• In The Year of the Boar and Jackie Robinson-730</strong></td>
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<tr>
<td><strong>• Jackie and Me-610</strong></td>
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<tr>
<td><strong>• Esperanza Rising-740</strong></td>
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<tr>
<td><strong>• Steal Away-690</strong></td>
</tr>
<tr>
<td><strong>• Making Bombs for Hitler-760</strong></td>
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<tr>
<th>Reading Street Fresh Reads used as Fluency Passages</th>
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<tbody>
<tr>
<td>Reading Street Fluency Passages</td>
</tr>
<tr>
<td>iReady</td>
</tr>
<tr>
<td>Standard</td>
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<td>----------</td>
</tr>
</tbody>
</table>
| RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | - Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
- Make personal connections, make connections to other texts, and/or make global connections when relevant  
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text | NewseLA  
Kids Discover-World War II  
Animal Selections  
The Holocaust  
Denmark: Resistance to Nazi Germany  
America’s Bird Soars  
Introduction to World War II  
Passage to Freedom: The Sugihara Story  
Jane Goodall’s 10 Ways to Help Save Wildlife  
An Argument Against Zoos  
Activity Reading Response | iReady  
Close Reading Classwork  
Unit 2 open ended questions |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key | - Summarize the key points of a text  
- Identify details to support the main idea | NewseLA  
Kids Discover-World War II  
Animal Selections  
Introduction to World War II | iReady |
### 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 the text

- Identify the relationships or interactions between people, places, and ideas in text
- Explain the relationship to analyze the text

### RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, technical terms)

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**Close Reading**
- Classwork
- Unit 2 open ended questions

**World War II**
- Passage to Freedom: The Sugihara Story
- Jane Goodall’s 10 Ways to Help Save Wildlife

**An Argument Against Zoos Activity**
- Denmark: Resistance to Nazi Germany
- America’s Bird Soars

**Reading Response**
- Kids Discover - World War II, Animal Selections

**iReady**
- Close Reading
- Classwork
- Unit 2 open ended questions
| or subject area. | academic, domain-specific) | Sugihara Story
The Holocaust
Denmark: Resistance to Nazi Germany
America’s Bird Soars
Jane Goodall’s 10 Ways to Help Save Wildlife
An Argument Against Zoos
Reading Response |
<table>
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<tbody>
<tr>
<td>Identify metaphors and similes</td>
<td>Analyze similes and metaphors in text and how it impacts the reader</td>
<td></td>
</tr>
</tbody>
</table>
| 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 | Find the similarities and differences in the structure of two or more texts | Newsela
Kids Discover—World War II, Animal Selections
Introduction to World War II America’s Bird Soars
The Holocaust Denmark: Resistance to Nazi Germany
Passage to Freedom: The Sugihara Story
Jane Goodall’s 10 Ways to Help Save Wildlife
An Argument Against Zoos
Activity
Reading Response |
| Determine the impact of the structure on text meaning |  | iReady
Close Reading
Classwork
Unit 2 open ended questions |
### RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective

- **Newsela**
  - Kids Discover-World War II, Animal Selections
  - Introduction to World War II
  - America’s Bird Soars
  - Passage to Freedom: The Sugihara Story
  - Jane Goodall’s 10 Ways to Help Save Wildlife

### RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems

- **Newsela**
  - Kids Discover-World War II, Animal Selections
  - Introduction to World War II
  - America’s Bird Soars
  - Passage to Freedom: The Sugihara Story
  - Jane Goodall’s 10 Ways to Help Save Wildlife
<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify the points or claims an author makes in a text</strong></td>
</tr>
<tr>
<td><strong>Identify reasons and evidence for those points or claims made</strong></td>
</tr>
<tr>
<td><strong>Prove each point with evidence from the text</strong></td>
</tr>
<tr>
<td><strong>Explain how an author uses proof to support a point in the text</strong></td>
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<tr>
<th>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from</th>
</tr>
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<tbody>
<tr>
<td><strong>Find similarities and differences in themes and topics when reading stories of the same genre</strong></td>
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<tr>
<td><strong>Connect the text to other knowledge (e.g. practical</strong></td>
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</tbody>
</table>

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<thead>
<tr>
<th>An Argument Against Zoos Activity Reading Response</th>
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</thead>
<tbody>
<tr>
<td>Newsela Kids Discover-World War II, Animal Selections Introduction to World War II America’s Bird Soars The Holocaust Denmark: Resistance to Nazi Germany Passage to Freedom: The Sugihara Story Jane Goodall’s 10 Ways to Help Save Wildlife An Argument Against Zoos Activity Reading Response</td>
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<th>iReady Close Reading Classwork</th>
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<tr>
<td>Unit 2 open ended questions</td>
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</table>
several texts on the same topic in order to write or speak about the subject knowledgeably

- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

| The Holocaust to Nazi Germany |
| Passage to Freedom: The Sugihara Story |
| Jane Goodall’s 10 Ways to Help Save Wildlife |
| An Argument Against Zoos |
| Activity Reading Response |

Unit Two open ended questions

**Unit Two Reading Literature Standards: Fifth Grade**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
<tbody>
<tr>
<td>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing</td>
<td>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</td>
<td>Number the Stars Novel Study</td>
<td>iReady Unit 2 open ended questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number the Stars Novel Study 2 Reading Response Literature Circle Guide Literature Circle</td>
<td></td>
</tr>
</tbody>
</table>
**inferences from the text.**

- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

**Guide 2**

**Introducing Literature Circles**

**Number the Stars**

**Foldable Literature Circles**

- The One and Only Ivan-570
- The Year of the Boar and Jackie Robinson-730
- Jackie and Me- 610
- Esperanza Rising-740
- Steal Away-690

Making Bombs for Hitler-760

**RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.**

- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme

**Number the Stars**

**Novel Study**

**Number the Stars**

**Novel Study 2**

**Book Summary-Themed**

**Character/Inference Reading Response**

**Literature Circle Guide**

**Literature Circle Guide 2**

**Introducing Literature Circles**

**Number the Stars**

[iReady Unit 2 open ended questions](#)
<table>
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<th>Assessments/Evidence</th>
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</thead>
</table>
| W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and | - Organize ideas using various strategies  
- Introduce a topic clearly  
- Compose a clear thesis statement  
- Provide a general observation and focus  
- Group related information logically  
- Use text features such as (e.g., headings), illustrations, and multimedia to support the | Animal Research  
| | | | iReady |

**Foldable Literature Circles**
- The One and Only Ivan-570
- The Year of the Boar and Jackie Robinson-730
- Jackie and Me- 610
- Esperanza Rising-740
- Steal Away-690
- Making Bombs for Hitler-760
| W.5.2.B. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **Purposefully select information to develop the topic.**
| W.5.2.C. | Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). **Use transitional words, phrases, and clauses.**
| W.5.2.D. | Use precise language and domain-specific vocabulary to inform about or explain the topic. **Select specific language and vocabulary to convey ideas and information.**
| W.5.2.E. | Provide a conclusion related to the information or explanation presented. **Write a conclusion that is related to the information or explanation.**

| W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Produce writing that is clear and understandable to the reader.**
| | (Grade-specific expectations for writing types are defined in Animal Research) **Unpack writing tasks (type of writing assignment).**
| | **Unpack writing purpose (the writer’s designated reason for writing).**

iReady
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<th>• Focus the organization and development of a topic to reflect the task and purpose</th>
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| 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) | • Practice revising and editing skills  
• Change word choice and sentence structure in writing to strengthen the piece  
• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors  
• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
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<tr>
<th>Standard</th>
<th>Description</th>
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</table>
| W.5.6    | Use digital tools to collaborate on written works.  
          | Ask for guidance when appropriate.  
          | Use technology for producing and publishing writing, and collaborating with others.  
          | Demonstrate keyboarding skills. |
| W.5.8    | Locate information from print and digital sources.  
          | Integrate information from personal experiences.  
          | Include a list of sources used.  
          | Take notes on information gathered from the sources to support the topic.  
          | Synthesize information to avoid plagiarism.  
          | Organize information into categories. |
| W.5.10   | Produce numerous pieces of writing over various time frames.  
          | Develop skills in research.  
          | Reflect on the choices made while writing.  
          | Reflect on and revise. |
day or two) for a range of discipline-specific tasks, purposes, and audiences.

writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

| Unit Two Speaking and Listening Standards:  
Fifth Grade |
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<td><strong>Standard</strong></td>
<td><strong>How to Implement</strong></td>
<td><strong>Materials/Resources</strong></td>
<td><strong>Assessments/Evidence</strong></td>
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</tbody>
</table>
| 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.  
SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to | • Use previous knowledge to expand discussions about a topic  
• Engage in conversations about grade-appropriate topics and texts  
• Participate in a variety of rich, structured conversations  
• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, | • District wide Speaking and Listening prompts  
• Literature Circles  
• Novel Discussions  
• Literature Circle Guide  
• Literature Circle Guide 2  
• Introducing Literature Circles  
Literature Circles  
• The One and Only Ivan-570  
• In The Year of the Boar and Jackie Robinson-730 | iReady |
explore ideas under discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

leader, and observer

- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).

- Identify the key points and supporting details of a text presented orally.
- Summarize a written text read aloud or information presented in multiple formats.

- District wide Speaking and Listening prompts.
- Literature Circles.
- Novel Discussions.
- Literature Circle Guide.
- Literature Circle Guide 2.
- Introducing Literature Circles.

Literature Circles:
- The One and Only Ivan - 570.
- In The Year of the Boar and Jackie Robinson - 730.
- Jackie and Me - 610.
- Esperanza Rising - 740.
- Steal Away - 690.
- Making Bombs for Hitler - 760.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using evidence to support positions.

- Report on a topic or text, telling a story, or recounting an event in an organized manner.

- District wide Speaking and Listening prompts.
- Literature Circles.
appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

organized, logical manner
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions

Circles
- Novel Discussions
- Literature Circle Guide
- Literature Circle Guide 2
- Introducing Literature Circles

Literature Circles
- The One and Only Ivan-570
- In The Year of the Boar and Jackie Robinson-730
- Jackie and Me- 610
- Esperanza Rising-740
- Steal Away-690
- Making Bombs for Hitler-760

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific

- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and

- District wide Speaking and Listening prompts
- Literature Circles
- Novel Discussions
- Literature Circle Guide
<table>
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<tr>
<th>expectations.</th>
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<td>• <a href="#">Introducing Literature Circles</a></td>
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<td>Literature Circles</td>
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<td>• In The Year of the Boar and Jackie Robinson-730</td>
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<td>• Jackie and Me- 610</td>
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<td>• Esperanza Rising-740</td>
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<td>Literature Circles</td>
<td>• Steal Away-690</td>
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<tr>
<td>Literature Circles</td>
<td>• Making Bombs for Hitler-760</td>
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<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
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<tr>
<td>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
<td>• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs • Identify perfect verb tenses in writing • Conjugate verbs using the perfect verb tenses</td>
<td>Reading Street Grammar Book Super teacher worksheets Writer’s Workshop/ZanerBloser</td>
</tr>
</tbody>
</table>
| L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | • Define and identify items in a series  
• Separate items in a series using appropriate punctuation  
• Spell grade-appropriate words correctly  
• Use references as needed to aid in spelling | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser |
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<tr>
<td>L.5.2.A. Use punctuation to separate items in a series.*</td>
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<td>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</td>
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</tbody>
</table>
| L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening. | • Identify sentences in writing that need revision  
• Revise writing by expanding, combining, and reducing sentences  
• Determine similarities and differences in the presentation of English used in stories | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser |
| L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  |  |
| L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |  |  |

* Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser  
iReady Language Assessments
L.5.4. 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.

L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those

| • Decipher the meanings of words and phrases by using sentence context |
| • Identify the purpose and use of glossaries and dictionaries |
| • Determine the structure of glossaries and dictionaries |
| • Use both print and digital glossaries and dictionaries to define and clarify words |

Reading Street Grammar Book
Super teacher worksheets
Writer’s Workshop/Zaner Blosert
vocabulary.com

iReady
Language Assessments
that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<table>
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<tr>
<th>topics</th>
<th>Bloser</th>
<th>Language Assessments</th>
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<tbody>
<tr>
<td>• Choose the most accurate word when describing contrast, addition, or other relationships</td>
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<tr>
<td>• Choose the most accurate word when discussing a particular topic</td>
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<tr>
<td>• Use knowledge of conjunctions to broaden vocabulary</td>
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<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
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</table>
| RF.5.3.A. 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. | • Identify specific strategies for decoding words in texts  
• Apply the specific strategies for decoding and spelling multisyllabic words | Mahalia Jackson  
Leonardo’s Horse  
Literature Circles  
• Because of Mr. Terupt-560  
• Holes- 660  
• Homework Machine-680  
• From the Mixed-up Files- 700  
• Ms. Frisby and the Rats of Nimh-780 | Reading Street  
Fresh  
Reads used as Fluency  
Passages  
Reading Street Fluency Passages  
iReady |
| RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and | • Use various strategies to understand text and read with purpose  
• Accurately read grade-level poetry and prose aloud  
• Use an | Mahalia Jackson  
Leonardo’s Horse  
Echoing Green  
Literature Circles  
• Because of Mr. Terupt-560  
• Holes- 660  
• Homework Machine-680  
• From the Mixed-up Files- 700  
• Ms. Frisby and the Rats of Nimh-780 | Reading Street  
Fresh  
Reads used as Fluency  
Passages  
Reading Street Fluency Passages |
<table>
<thead>
<tr>
<th>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</th>
<th>appropriate rate and expression when reading aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use various strategies to support word recognition and understanding</td>
<td></td>
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<tr>
<td>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
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<td>up Files- 700</td>
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<tr>
<td>• Ms. Frisby and the Rats of Nimh-780</td>
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Ms. Frisby and the Rats of Nimh-780
### Unit Three Reading Information Standards: Fifth Grade

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<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
<tbody>
<tr>
<td>RI.5.1. Quote</td>
<td>- Read texts closely (questioning, determining importance, looking for patterns)</td>
<td>Mahalia Jackson&lt;br&gt;Leonardo’s Horse&lt;br&gt;Leonardo’s Horse Writing Task&lt;br&gt;New Vinci&lt;br&gt;Readworks&lt;br&gt;Passage&lt;br&gt;New Vinci&lt;br&gt;Readworks Answers&lt;br&gt;Newsela&lt;br&gt;Kids Discover-Renaissance, Leonardo Da Vinci</td>
<td>Unit 3 open ended questions part 1&lt;br&gt;Unit 3 open ended questions part 2&lt;br&gt;iReady&lt;br&gt;Close Reading&lt;br&gt;Classwork</td>
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<td>accurately from</td>
<td>- Make personal connections, make connections to other texts, and/or make global</td>
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<td>a text, and make</td>
<td>connections when explaining what the text says explicitly and when drawing</td>
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<tr>
<td>relevant</td>
<td>inferences from the text.</td>
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<tr>
<td>connections</td>
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<tr>
<td>RI.5.2. Determine</td>
<td>- Summarize the key points of a text and explain how they are supported by</td>
<td>Mahalia Jackson&lt;br&gt;Leonardo’s Horse&lt;br&gt;Leonardo’s Horse Writing Task&lt;br&gt;New Vinci&lt;br&gt;Readworks</td>
<td>Unit 3 open ended questions part 1&lt;br&gt;Unit 3 open ended questions part 2&lt;br&gt;iReady&lt;br&gt;Close Reading&lt;br&gt;Classwork</td>
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<tr>
<td>two or more</td>
<td>- Identify details to support the main idea</td>
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<td>main ideas</td>
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<td>of a text and</td>
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<td>explain how they</td>
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<tr>
<td>are supported by</td>
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</table>
| key details; summarize the text. | • Identify at least two main ideas in informational texts  
• Explain how the author supports main ideas in informational text with key details | Passage  
New Vinci  
Readworks  
Answers  
Kids Discover-Renaissance, Leonardo Da Vinci | questions part 1  
Unit 3 open ended questions part 2  
iReady  
Close Reading  
Classwork |
| --- | --- | --- | --- |
| RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | • Discuss the similarities and differences unique to the various perspectives presented in text  
• Give descriptions about how the information is presented for each perspective | Mahalia Jackson  
Leonardo’s Horse  
Leonardo’s Horse Writing Task  
New Vinci  
Readworks  
Passage  
New Vinci  
Readworks  
Answers  
Kids Discover-Renaissance, Leonardo Da Vinci | Unit 3 open ended questions part 1  
Unit 3 open ended questions part 2  
iReady  
Close Reading  
Classwork |
<table>
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<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
• Make personal connections, make connections to other texts, and/or make global connections when relevant  
• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text | Bridge To Terabithia Readworks Resources  
Bridge To Terabithia Foldable Literature Circles  
• Because of Mr. Terupt-560  
• Holes- 660  
• Homework Machine-680  
• From the Mixed-up Files- 700  
• Ms. Frisby and the Rats of Nimh-780 | iReady |
<table>
<thead>
<tr>
<th>RL.5.2. Determine the key details in a story, drama or poem to identify the <strong>theme</strong> and to summarize the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the key details in a text</td>
</tr>
<tr>
<td>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</td>
</tr>
<tr>
<td>• Identify the theme of the text</td>
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<tr>
<td>• Determine central message or theme</td>
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<tr>
<th>Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable</th>
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<td>• Ms. Frisby and the Rats of Nimh-780</td>
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<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• RL.5.3: Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts • Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</td>
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<td>• From the Mixed-up Files- 700</td>
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<tr>
<td>• Ms. Frisby and the Rats of Nimh-780</td>
</tr>
<tr>
<td>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including <strong>figurative language such as metaphors and similes.</strong></td>
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<tr>
<td>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</td>
</tr>
<tr>
<td>• Identify metaphors and similes</td>
</tr>
<tr>
<td>• Analyze similes and metaphors in text and how it impacts the reader</td>
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<tr>
<th>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</th>
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</thead>
<tbody>
<tr>
<td>• RL.5.5: Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) • Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</td>
<td></td>
<td><strong>Bridge To Terabithia Readworks Resources</strong>&lt;br&gt;<strong>Text Structure Power Point</strong>&lt;br&gt;<strong>Bridge To Terabithia Foldable</strong>&lt;br&gt;<strong>Literature Circles</strong>&lt;br&gt;• Because of Mr. Terupt-560&lt;br&gt;• Holes- 660&lt;br&gt;• Homework Machine-680</td>
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**iReady**
| RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. | • Identify the narrator’s point of view  
• Explain how the point of view impacts the events in the text | Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable  
Literature Circles  
• Because of Mr. Terupt-560  
  • Holes- 660  
  • Homework Machine-680  
  • From the Mixed-up Files- 700  
  • Ms. Frisby and the Rats of Nimh-780 |
|---|---|---|
| RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) | • Synthesize information from multiple sources  
• Use media efficiently to answer questions and to solve problems | Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable  
Literature Circles  
King Midas and the Golden Touch (Reading Street)  
The Eagle and the Bat (Reading Street) |

**From the Mixed-up Files- 700**  
**Ms. Frisby and the Rats of Nimh-780**
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<td>• Holes—660</td>
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<tr>
<td>• Homework Machine—680</td>
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<td>• From the Mixed-up Files—700</td>
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<tr>
<td>• Ms. Frisby and the Rats of NIMH—780</td>
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**RL.5.9.** Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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  

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<tr>
<td>• Find similarities and differences in themes and topics when reading stories of the same genre</td>
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<tr>
<td>• Connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge)</td>
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<tr>
<td>• Identify the similarities and differences</td>
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**Bridge To Terabithia Readworks Resources**  
**Bridge To Terabithia Foldable**  
**King Midas and the Golden Touch** (Reading Street)  
**The Eagle and the Bat** (Reading Street)  
**The Legend of the ...**
traditional literature from different cultures. in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)

<table>
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<tr>
<th>Goddess Tin Hau, or Mazu</th>
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<tbody>
<tr>
<td>The Legend of the Goddess Tin Hau, or Mazu Answers</td>
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<td>Comic and Graphic Novel Activity</td>
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<td>Hercules Activity</td>
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<td>Literature Circles</td>
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<td>• Ms. Frisby and the Rats of Nimh-780</td>
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# Unit Three Writing Standards:  
## Fifth Grade - Narrative Writing

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</thead>
</table>
| W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events | - Compose a story hook to engage the reader  
- Establish the story’s background or situation  
- Introduce a narrator and/or characters  
- Purposefully arrange events to make the story flow  
- Use dialogue and description to develop experiences and events  
- Show the responses of characters to situations, when appropriate  
- Use a variety of transitional words and phrases to manage the sequence of events  
- Use concrete words and phrases to relay story details  
- Use sensory details to convey experiences and events precisely  
- Provide a conclusion that follows from the narrated experiences or events | Writer’s Workshop  
Zaner-Bloser  
iReady |
| W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Unpack writing purpose (the writer’s designated reason for writing)  
• Focus the organization and development of a topic to reflect the task and purpose | Writer’s Workshop Zaner-Bloser |
|---|---|---|
| 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) | • Practice revising and editing skills  
• Change word choice and sentence structure in writing to strengthen the piece  
• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing  
• Recognize spelling, grammar, and punctuation errors | Writer’s Workshop Zaner-Bloser |
### W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

### W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Use strategies for reading literary and informational text to investigate topics
  - Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
  - Explain how an author uses proof to support a point in informational text
  - Prove each point with evidence from the text
  - Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Writer’s Workshop
Zaner-Bloser

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</td>
<td>• Use previous knowledge to expand discussions about a topic • Engage in conversations</td>
<td>• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions • Mahalia Jackson • Leonardo’s Horse</td>
<td>iReady</td>
</tr>
</tbody>
</table>
with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**SL.5.1.B.** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1.C.** Pose and respond to specific questions by making

<table>
<thead>
<tr>
<th>about grade-appropriate topics and texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in a variety of rich, structured conversations</td>
</tr>
<tr>
<td>- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</td>
</tr>
<tr>
<td>- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion</td>
</tr>
</tbody>
</table>

**Literature Circles**
- Because of Mr. Terupt-560
- Holes- 660
- Homework Machine-680
- From the Mixed-up Files- 700
- Ms. Frisby and the Rats of Nimh-780
comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

(looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).

- Identify the key points and supporting details of a text presented orally
- Summarize a written text read aloud or information presented in multiple formats

- District wide Speaking and Listening prompts
- Literature Circles
- Novel Discussions
- Literature Circles
- Because of Mr. Terupt-560
  - Holes- 660
  - Homework Machine-680
  - From the Mixed-up Files- 700

iReady
| 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 | • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner  
• Present information orally and in coherent, spoken sentences  
• Use an appropriate pace when presenting  
• Present and logically support personal opinions | • District wide Speaking and Listening prompts  
• Literature Circles  
• Novel Discussions  
• **Mahalia Jackson**  
• **Leonardo’s Horse**  
• Literature Circles  
• Because of Mr. Terupt-560  
• Holes- 660  
• Homework Machine-680  
• From the Mixed-up Files- 700  
• Ms. Frisby and the Rats of Nimh-780 |
| SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) | • Speak for a variety of purposes  
• Distinguish between formal and informal discourse  
• Adapt speech to a variety of contexts and tasks | • District wide Speaking and Listening prompts  
• Literature Circles  
• Novel Discussions  
• **Mahalia Jackson**  
• **Leonardo’s Horse**  
• Literature Circles  
• Because of Mr. Terupt-560 |
<table>
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<tr>
<th></th>
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<th>• Holes- 660</th>
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<td>• Homework Machine-680</td>
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<td>• From the Mixed-up Files- 700</td>
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<tr>
<td></td>
<td></td>
<td>• Ms. Frisby and the Rats of Nimh-780</td>
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</tbody>
</table>
# Unit Three Language Standards: Fifth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• Define conjunctions, prepositions, and interjections</td>
<td>Reading Street Grammar Book</td>
<td>iReady Language Assessments</td>
</tr>
<tr>
<td></td>
<td>• Identify conjunctions, prepositions, and interjections in sentences</td>
<td>Super teacher worksheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the purpose of conjunctions, prepositions, and interjections in sentences</td>
<td>Writer’s Workshop/Zaner Bloser</td>
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<tr>
<td></td>
<td>• Identify the tense of verbs</td>
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<td></td>
<td>• Identify perfect verb tenses in writing</td>
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<tr>
<td></td>
<td>• Conjugate verbs using the perfect verb tenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
<td></td>
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</tr>
<tr>
<td>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
<td>Resources</td>
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<tr>
<td>L.5.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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</tr>
<tr>
<td>L.5.2.A</td>
<td>Use punctuation to separate items in a series.*</td>
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<tr>
<td>L.5.2.E</td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
<td></td>
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<tr>
<td>L.5.4</td>
<td>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.</td>
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</tr>
<tr>
<td>L.5.4.A</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Street Grammar Book</td>
<td>Super teacher worksheets</td>
<td>Writer’s Workshop/Zaner Bloser</td>
<td></td>
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<tr>
<td>Reading Street Grammar Book</td>
<td>Super teacher worksheets</td>
<td>Writer’s Workshop/Zaner Bloser</td>
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<tr>
<td>iReady Language Assessments</td>
<td>iReady Language Assessments</td>
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<tr>
<td>L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</td>
<td>glossaries and dictionaries to define and clarify words</td>
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</tbody>
</table>
| L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5.A. Interpret figurative language, including similes and metaphors, in context. L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | • Identify similes and metaphors in text  
• Infer the meaning of simple similes and metaphors  
• Identify idioms, adages, and proverbs in text  
• Explain the meaning of common idioms, adages, and proverbs  
• Determine synonyms and antonyms of words to show meaning  
• Identify and explain the difference in meanings in related words, like homographs | Bridge To Terabithia Readworks Resources  
Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser  
Bridge To Terabithia Readworks Resources  
Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser |
| L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrase in oral and written speech for a range of tasks (e.g., descriptions, persuasive, literary analysis). | Use 5th grade vocabulary fluently when discussing |  
Reading Street Grammar Book  
Super teacher worksheets  
Writer’s  
Bridge To Terabithia Readworks Resources  
Reading Street Grammar Book  
Super teacher worksheets  
Writer’s |
|  |  |  |
|  |  |  |
specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<table>
<thead>
<tr>
<th>academic or domain-specific topics</th>
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<tbody>
<tr>
<td>• Choose the most accurate word when describing contrast, addition, or other relationships</td>
</tr>
<tr>
<td>• Choose the most accurate word when discussing a particular topic</td>
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<tr>
<td>• Use knowledge of conjunctions to broaden vocabulary</td>
</tr>
</tbody>
</table>

Workshop/Zaner Bloser

iReady Language Assessments
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RF.5.3.A. 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. | • Identify specific strategies for decoding words in texts  
• Apply the specific strategies for decoding and spelling multisyllabic words | Westlandia  
The Unsinkable Wreck of The R.M.S. Titanic  
Literature Circles:  
• Snow Treasure-690  
• Out of My Mind-700  
• The Thing About Jellyfish-740  
• Rules-780  
• My Side of the Mountain-810  
• Mr. Poppers Penguins -910 | Reading Street  
Fresh  
Reads used as Fluency Passages  
Reading Street Fluency Passages |
| RF.5.4.A. Read grade-level text with purpose and understanding.  
RF.5.4.B. Read | • Use various strategies to understand text and read with purpose | Westlandia  
The Unsinkable Wreck of The R.M.S. Titanic  
Shared Reading | Reading Street  
Fresh  
Reads used as Fluency Passages  
Reading Street Fluency Passages |
<table>
<thead>
<tr>
<th>Accurately read grade-level poetry and prose aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an appropriate rate and expression when reading aloud</td>
</tr>
<tr>
<td>Use various strategies to support word recognition and understanding</td>
</tr>
<tr>
<td>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
</tr>
</tbody>
</table>

(Poetry Novel) “Inside Out and Back Again” by Thanhha Lai
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | - Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
- Make personal connections, make connections to other texts, and/or make global connections when relevant  
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text | The Unsinkable Wreck of The R.M.S. Titanic  
Newsela  
Kids Discover— | iReady  
Unit 4 Open-ended Questions  
Unit 5 Open-ended Questions  
Close Reading Classwork  
Exploring Non-fiction Using Classroom Periodicals |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by | - Summarize the key points of a text  
- Identify details to support the main idea | The Unsinkable Wreck of The R.M.S. Titanic  
Newsela  
Kids Discover— | iReady |
| key details; summarize the text. | Identify at least two main ideas in informational texts | Explain how the author supports main ideas in informational text with key details | Unit 4 Open-ended Questions  
Unit 5 Open-ended Questions  
Close Reading  
Classwork |
|---------------------------------|------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|
| 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 area. | Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) | Identify metaphors and similes  
Analyze similes and metaphors in text and how it impacts the reader | The Unsinkable Wreck of The R.M.S. Titanic  
Newsele  
Kids Discover-  
iReady  
Unit 4 Open-ended Questions  
Unit 5 Open-ended Questions  
Close Reading  
Classwork |
| 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. | Find the similarities and differences in the structure of two or more texts | Determine the impact of the structure on text meaning | The Unsinkable Wreck of The R.M.S. Titanic  
Newsele  
Kids Discover-  
iReady  
Unit 4 Open-ended Questions  
Unit 5 Open-ended Questions  
Close Reading  
Classwork |
<table>
<thead>
<tr>
<th><strong>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</strong></th>
<th><strong>Classwork</strong></th>
</tr>
</thead>
</table>
| • Discuss the similarities and differences unique to the various perspectives presented in text  
• Give descriptions about how the information is presented for each perspective | **The Unsinkable Wreck of The R.M.S. Titanic**  
Newsela  
Kids Discover- |
| **iReady**  
Unit 4 Open-ended Questions  
Unit 5 Open-ended Questions | **Close Reading**  
Classwork |

<table>
<thead>
<tr>
<th>*<strong>RL.5.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed</strong></th>
<th><strong>Classwork</strong></th>
</tr>
</thead>
</table>
| • Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year  
• Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts  
• Read texts with scaffolding as needed | **The Unsinkable Wreck of The R.M.S. Titanic**  
Newsela  
Kids Discover- |
| **iReady**  
Unit 4 Open-ended Questions  
Unit 5 Open-ended Questions | **Close Reading**  
Classwork |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | - Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read  
- Make personal connections, make connections to other texts, and/or make global connections when relevant  
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining | Tuck Everlasting  
Foldable  
Tuck Everlasting  
Unit 1  
Tuck Everlasting  
Unit 2  
Charlotte Doyle Literature Circles:  
- Snow Treasure-690  
- Out of My Mind-700  
- The Thing About Jellyfish-740  
- Rules-780  
- My Side of the Mountain-810  
Mr. Poppers | Charlotte Doyle Guide |
<table>
<thead>
<tr>
<th>RL.5.2. Determine the key details in a story, drama or poem to identify the <strong>theme</strong> and to summarize the text.</th>
<th>inferences drawn from the text</th>
<th>Penguins -910</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the key details in a text</td>
<td>Tuck Everlasting Foldable</td>
<td>Charlotte Doyle Guide</td>
</tr>
<tr>
<td>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</td>
<td>Tuck Everlasting Unit 1</td>
<td></td>
</tr>
<tr>
<td>• Identify the theme of the text</td>
<td>Tuck Everlasting Unit 2</td>
<td></td>
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<tr>
<td>• Determine central message or theme</td>
<td>Charlotte Doyle Literature</td>
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</tbody>
</table>

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<thead>
<tr>
<th>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including <strong>figurative language such as</strong></th>
<th>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative,</th>
<th>Tuck Everlasting Foldable</th>
<th>Charlotte Doyle Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tuck Everlasting Unit 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Tuck Everlasting Unit 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Charlotte Doyle Literature</td>
<td></td>
</tr>
</tbody>
</table>
### Metaphors and Similes

- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader

### RL.5.5
- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text

### Circles:
- Snow Treasure-690
- Out of My Mind-700
- The Thing About Jellyfish-740
- Rules-780
- My Side of the Mountain-810
- Mr. Poppers Penguins -910
| RL.5.6. Describe how a narrator's or speaker's **point of view** influences how events are described. | - Identify the narrator’s point of view  
- Explain how the point of view impacts the events in the text | Tuck Everlasting Foldable  
Tuck Everlasting Unit 1  
Tuck Everlasting Unit 2  
Charlotte Doyle Literature Circles:  
- Snow Treasure-690  
- Out of My Mind-700  
- The Thing About Jellyfish-740  
- Rules-780  
- My Side of the Mountain-810  
Mr. Poppers Penguins -910 | Charlotte Doyle Guide |
| --- | --- | --- | --- |
| *RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See | - Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year | Tuck Everlasting Foldable  
Tuck Everlasting Unit 1  
Tuck Everlasting | Charlotte Doyle Guide |
Appendix A) or above, with scaffolding as needed.

- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

**Unit 2**
Charlotte Doyle

Literature Circles:
- Snow Treasure-690
- Out of My Mind-700
- The Thing About Jellyfish-740
- Rules-780
- My Side of the Mountain-810

Mr. Popper's Penguins -910

### Unit Four Writing Standards:
**Fifth Grade—Informative/Explanatory Writing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | - Organize ideas using various strategies  
- Introduce a topic clearly  
- Compose a clear thesis statement | Writer’s Workshop  
Zaner-Bloser | |
| W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | • Provide a general observation and focus  
• Group related information logically  
• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate  
• Purposefully select information to develop the topic  
• Link ideas within paragraphs and sections of information  
• Use transitional words, phrases, and clauses  
• Select specific language and vocabulary to convey ideas and information  
• Write a conclusion related to the information or explanation | iReady |
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<tbody>
<tr>
<td>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.</td>
<td></td>
</tr>
</tbody>
</table>
| W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writer’s Workshop Zaner-Bloser) | • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Unpack writing purpose (the writer’s designated reason for writing) | iReady |
<table>
<thead>
<tr>
<th>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a>.)</th>
<th>• Focus the organization and development of a topic to reflect the task and purpose</th>
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<tbody>
<tr>
<td>• Practice revising and editing skills</td>
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<tr>
<td>• Change word choice and sentence structure in writing to strengthen the piece</td>
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<tr>
<td>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</td>
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<tr>
<td>• Recognize spelling, grammar, and punctuation errors</td>
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<tr>
<td>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</td>
<td>Writer’s Workshop Zaner-Bloser</td>
</tr>
<tr>
<td></td>
<td>iReady</td>
</tr>
</tbody>
</table>
| W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. | • Use digital tools to collaborate on written works  
• Ask for guidance when appropriate  
• Use technology for producing and publishing writing, and collaborating with others  
• Demonstrate keyboarding skills | Writer’s Workshop  
Zaner-Bloser  
iReady |
|---|---|---|
| W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. | • Research a topic through investigation of the topic  
• Explore a topic in greater detail by developing a research question that helps bring focus to the topic  
• Gather information from multiple sources to support a topic  
• Select relevant information from texts to support main ideas or claims  
• Group like ideas to organize writing | Connect to Social Studies/Science Curriculum  
Newsela  
Kids Discover  
American Revolution Research Posters  
Women’s History  
Black History |
| W.5.8. (Choice) 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. | • Locate information from print and digital sources  
• Integrate information from personal experiences  
• Include a list of sources used  
• Take notes on information gathered from the sources to support the topic  
• Synthesize information to avoid plagiarism  
• Organize information into categories | Connect to Social Studies/Science Curriculum  
Newsela  
Kids Discover  
Exploring Non-fiction Using Classroom Periodicals |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
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</table>
| W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | • Use reading literary and informational text to research and investigate topics  
• Write a thesis statement  
• Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events  
• Explain how an author uses proof to support a point in informational text  
• Prove each point with evidence from the text  
• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject | Writer’s Workshop  
Zaner-Bloser |
| W.5.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | • Produce numerous pieces of writing over various time frames  
• Develop skills in research  
• Reflect on the choices made while writing  
• Reflect on and revise writing  
• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | Writer’s Workshop  
Zaner-Bloser |
### Unit Four Speaking and Listening Standards: Fifth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
<tbody>
<tr>
<td>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. SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under.</td>
<td>• Use previous knowledge to expand discussions about a topic  • Engage in conversations about grade-appropriate topics and texts  • Participate in a variety of rich, structured conversations  • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</td>
<td>• District wide Speaking and Listening prompts  • Literature Circles  • Novel Discussions  Literature Circles:  • Snow Treasure-690  • Out of My Mind-700  • The Thing About Jellyfish-740  • Rules-780  • My Side of the Mountain-810  • Mr. Poppers Penguins -910</td>
<td>iReady</td>
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discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
<table>
<thead>
<tr>
<th>SL.5.5.</th>
<th>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes</th>
</tr>
</thead>
</table>
| • Identify main ideas and themes of a presentation  
• Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes |
| SL.5.6. | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for) |
| • Speak for a variety of purposes  
• Distinguish between formal and informal discourse  
• Adapt speech to a variety of |
| • District wide Speaking and Listening prompts  
• Literature Circles  
• Novel Discussions  
Literature Circles:  
• Snow Treasure-690  
• Out of My Mind-700  
• The Thing About Jellyfish-740  
• Rules-780  
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<p>| iReady |<br />
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<th>specific expectations.)</th>
<th>contexts and tasks</th>
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<tr>
<td></td>
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# Unit Four Language Standards: Fifth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
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</thead>
</table>
| L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | - Define conjunctions, prepositions, and interjections  
- Identify conjunctions, prepositions, and interjections in sentences  
- Explain the purpose of conjunctions, prepositions, and interjections in sentences  
- Identify the tense of verbs  
- Identify perfect verb tenses in writing  
- Conjugate verbs using the perfect verb tenses | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser | iReady |
<p>| L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | |
| L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | | | |</p>
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<tr>
<th>Standard</th>
<th>Action</th>
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<tr>
<td>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>L.5.2.A. Use punctuation to separate items in a series.</td>
<td>• Define and identify items in a series</td>
<td>Reading Street Grammar Book</td>
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<td>• Separate items in a series using appropriate punctuation</td>
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<td></td>
<td>• Spell grade-appropriate words correctly</td>
<td>Writer’s Workshop/Zaner Bloser</td>
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<td></td>
<td>• Use references as needed to aid in spelling</td>
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<td>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</td>
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<td>L.5.4. 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.</td>
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<td>L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>• Decipher the meanings of words and phrases by using sentence context</td>
<td>Reading Street Grammar Book</td>
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<td>• Identify the purpose and use of glossaries and dictionaries</td>
<td>Super teacher worksheets</td>
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<td>• Determine the structure of glossaries and dictionaries</td>
<td>Writer’s Workshop/Zaner Bloser</td>
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<td></td>
<td>• Use both print and digital</td>
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<td>L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</td>
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<td>glossaries and dictionaries to define and clarify words</td>
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<tr>
<th>L.5.6. 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., however, although, nevertheless, similarly, moreover, in addition).</th>
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<tr>
<td>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</td>
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<td>• Choose the most accurate word when describing contrast, addition, or other relationships</td>
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<td>• Choose the most accurate word when discussing a particular topic</td>
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<tr>
<td>• Use knowledge of conjunctions to</td>
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<p>| Reading Street Grammar Book |
| Super teacher worksheets |
| Writer’s Workshop/Zaner Bloser |
| iReady |</p>
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