Language Arts Literacy Curriculum Guide

Kindergarten through Eighth Grade

Completed: May 2017
Board Approved: June 2017
Implemented: September 2017
VOORHEES TOWNSHIP PUBLIC
SCHOOLS BOARD OF EDUCATION

President
Richard Nelson

Vice President
Bruce Karpf

Members
Barbara Dunleavy
Dana Galiano
Denise Kirkland
Dr. Marissa Levy
Amy Lynch
John Schmus
Dawn Wallace

Superintendent of Schools
Raymond J. Brosel, Jr.

Assistant Superintendents
Dr. Diane Young
Dr. Frank T. DeBerardinis
Acknowledgements

The Voorhees Township Public School’s Language Arts Literacy Program reflects input and tedious work of our district’s reading specialists. The support of the district’s administrators and other staff members is also fittingly noted. The following lists these district staff members:

**Principals**
Kristine Calabria
Robert Cranmer
Andrew Moskowitz
Stacey Morris
Sharon Stallings

**Assistant Principals/Supervisors**
Robert Rossi
Mary Tadley

**Reading Specialists**
Barbara Andrew
Jennifer Buono
Marilyn Keith
Marlene Cosenza
Eileen Penman

**Teachers**
Julia Zielinski
Tara Johnson
Caitlin Heiser
Min Park
Janetta Barnhart
Sandy Scheurenbrand
Tim Hassall
Jaclyn Capresecco
Judy Berman
Melissa Rupp
Ashley Carfagno
Melissa Smith
Cherise Stankovitch
Suzanne Bland
Lauren Kerns
Kerri Mann
Carol Mitchell
Leigh Zelenski
Maureen Loutzenhiser
Jaclyn Dubowitch
Jen Sansone
Fran Kyrtatas
Maria Pinizzotto
Table of Contents

ENGLISH LANGUAGE ARTS K – 8 CURRICULUM GUIDE ................................................. 2
PHILOSOPHY .................................................................................................................. 2
PROGRAM GOALS ......................................................................................................... 2
OVERVIEW ..................................................................................................................... 3
EVALUATION .................................................................................................................. 4
ADAPTABILITY ................................................................................................................ 5
INTERDISCIPLINARY CONNECTIONS ................................................................. 6
LITERACY TERMS AND DEFINITIONS ................................................................. 8
NEW JERSEY LEARNING STANDARDS K-8 .......................................................... 17
CURRICULUM FRAMEWORKS ............................................................................. 144
TECHNOLOGY AND COLLEGE AND CAREER PROGRAM CONNECTIONS .......... 758
Webster’s *Third New International Dictionary* defines language in many ways. The most apt definition for a school’s curriculum use is “any means, vocal or other, of expressing or communicating feelings or thoughts.” Through the study of language and its related fields, children expand their native thinking ability through involvement in the communications process. This provides them the opportunity to enhance their ability to draw conclusions, form accurate predictions, arrive at valid inferences, test hypotheses, identify and solve problems, and effectively evaluate their experiences in our diverse world.

In working toward this goal, it is important to provide students with a structured, sequential series of skills. These should provide the instruction and practice necessary to encourage growth and mastery. Students need knowledge of language skills to develop the communications strategies required for the 21st century and our changing global society. Communication involves the development of good listening, speaking, reading habits, writing, viewing, interpreting data, and researching skills on or offline. These are all essential elements for gathering information needed to create effective deeper level thought processes for communication.

To encourage development of the child’s ability to communicate, we compiled an inclusive curriculum that incorporates many aspects of scholarly vocabulary development to enhance and improve reading comprehension of complex and other text, writing strategies, speaking and listening skills, research skills, and technology applicable instruction to provide increased proficiency in the area of English Language Arts.
VOORHEES TOWNSHIP PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS
CURRICULUM GUIDE

PROGRAM GOALS

The Voorhees Township Public School District believes that the English Language Arts goes beyond functional literacy in all content areas. To foster lifelong literacy and learning for our students, it is essential to prepare them with college and career readiness skills. Students will need to compete in our global society through collaborative and independent efforts. Program goals for our middle school students are provided in section II of this guide. The goals of our English Language Arts elementary program promote students who:

- enlarge knowledge and experience world views through listening, speaking, reading, writing, media and technology;
- prepare for the complexity of literacy skills needed for college and career readiness;
- think critically and communicate in ways where they evaluate, solve problems, and make decisions;
- actively engage in content area literacy and technical subjects;
- undertake close attentive reading of high-quality complex literature, informational, and other diverse texts;
- demonstrate critical reading to discern priority details on or offline;
- celebrate their love of literacy through diverse means.

It is hoped that the influence of both home and school will lead to the achievement of each child’s personal potential.
VOORHEES TOWNSHIP PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS
CURRICULUM GUIDE

OVERVIEW

This curriculum guide has been compiled to provide the teaching staff direction and guidance for the teaching of English Language Arts in Voorhees Township Public Schools. Our curriculum objectives reflect the New Jersey Department of Education’s Student Learning Standards for English Language Arts and Literacy in content areas and technical subjects.

The teaching staff should use a variety of materials and techniques to provide integrated instruction of each area in the English Language Arts. Whenever possible, students should be provided opportunities to self-select projects. Opportunities to select materials and interact with print independently and in a variety of flexible and other group settings in a differentiated instructional manner should also be provided, where appropriate.

The English Language Arts Curriculum Guide attempts to provide for every aspect of literacy instruction in our district. Anchor standards and strands are presented in a spiraled structure that should ensure appropriate skill presentation. Concepts are introduced in a logical, systematic order for the district’s students that follow current educational trends in the State of New Jersey.

The standards for all grade levels were developed for specific ideas, questions and key understandings about literacy. In grades K - 5, students should develop their ability to express themselves effectively and ultimately establish the skills necessary for reading complex texts. Standards provide for developing literacy skills to become a fluent reader and writer of real-world and other diverse text. Opportunities within instruction in the primary grades should enable all to apply skills and strategies, while gradually reading more and more challenging texts.

Students should move from picture books to chapter books and from writing words and a few connected sentences to writing stories with a clear content. An organized beginning, middle and ending of these writings should become evident. Students will be able to fortify literacy skills to become a more fluent reader, writer, and a lifelong learner. The application of skills learned in the primary grades should provide a road map for growth and a guide for the teacher in making instructional and assessment decisions to prepare for the intermediate grades.

The intermediate grade levels will be engaged in skills and learning activities that should transfer their
knowledge about reading and writing to real-world literacy. The curriculum guide is designed to help students consolidate the skills and strategies learned in the primary grades to become an increasingly proficient, thoughtful independent reader and writer. Students will need to continue building upon skills to develop and enhance the ability to transfer knowledge and skills about reading and writing to real-world literacy and communication needs, especially for content area instruction.

The middle school level curriculum provides for a more rigorous, sequential series of standards needed to master both language and communication skills expected of our students as 21st century learners. The study of literacy through this curriculum will provide teachers with the guidance and resource that should continue to assist with preparing students for high school, college and career readiness.

With the use of this guide, teachers should ultimately use a variety of instructional strategies that include differentiated instructional techniques. They are also invited and encouraged to use their imaginations creatively and their love of teaching to inspire students to attain new heights in reading complex text, speaking and listening, language learning, and writing which can help to lead them into the future.

**EVALUATION**

The successful attainment of the objectives listed in this guide by students shall be assessed and not limited to the following combination(s):

1. Teacher observations
2. Teacher constructed quizzes, tests and assessments
3. Board approved textbook program assessments
4. When appropriate, the district approved standardized test
5. Where appropriate, district constructed mid-term and final exams
6. Students are expected to master a minimum of 70% of the objectives presented
ADAPTABILITY

This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills. Programs shall be modified based on I.E.P.’s, 504’s, etc. To meet the diverse needs of all learners, instruction should be differentiated. In all cases, teachers should be consistently gathering and utilizing formative assessment data to drive instruction. At times this will necessitate additional whole group lessons, flexible, small group instruction, individual conferring, and tiered assignments. Students who are at risk for failure or are English Language Learners should receive small group instruction to ensure additional opportunities for differentiation, modeling, and guided practice. In addition, teachers may request support from the reading specialist in their building to help them support struggling learners. Teachers will utilize the RTI process for students who are not identified for special education and who are not making sufficient progress in language arts literacy. Students who are identified through the Special Education process will have additional individualized plans that may include adjusted materials or accommodations to access the curriculum and meet the standards. In these cases, teachers will consult IEPs for specific guidelines regarding instruction and materials.

The following program guides can serve as a resource for all literacy teachers to meet the needs of students eligible for ESL, Enrichment, and Basic Skills:

ESL Program Guide:

Basic Skills Program Guide:

Enrichment Curriculum Program/Program Guide:
INTERDISCIPLINARY CONNECTIONS

Interdisciplinary learning enables teachers and students to make connections in their education through exploring clear and relevant links across the curriculum. The Voorhees Township Language Arts Literacy Curriculum provides students opportunities to make connections across all curriculum areas including math, science, social studies, and technology. The curriculum allows students to apply what has been taught and learned in new and different ways. This allows students opportunities for deepening learning by answering big questions, exploring issues, solving problems or completing final projects. Learning beyond subject boundaries provides students with the opportunity to experience deep, challenging and relevant content.

CCSS Home Page: http://www.corestandards.org

New Jersey Student Learning Standards Home Page: https://www.nj.gov/education/cccs/

Voorhees Township School District Curriculum/Program Guides:
21st Century Life and Career Guide:
LITERACY TERMS AND DEFINITIONS

**Anecdotal Records**
Narrative written and dated records on a student which are used to measure progress, growth or to record behaviors.

**Authentic Assessment**
A system that involves students in activities that are as close as possible to “real-life” tasks of readers and writers. Authentic assessment is continual, informs teaching, integral to the curriculum, and is developmentally and culturally appropriate.

**Author’s Chair**
A specific place in the classroom where the writer sits when sharing his or her own writing with the class. Sharing from this designated place signifies the author is seeking a form of response (e.g., help for a work in progress, comments for finished work).

**Balanced Literacy**
A model for teaching children in a child-centered classroom that provides many chances for reading and writing experiences. This model includes four different types of reading experiences: reading aloud to children, shared reading, guided reading, and independent reading. There are also four types of writing experiences: shared writing, interactive writing, guided writing, and independent writing.

**Book Talk**
A way to create student interest and introduce them to new texts they might otherwise not read. A book talk should take about 1-2 minutes. Students and teachers can both give book talks. Students should give them after the teacher has presented mini-lessons on how to give one effectively.
**Close Reading**
The careful sustained interpretation of a brief passage of text.

**Conferring (Reading)**
A component of the reading workshop during which the teacher:
- Supports the ability to process text with understanding and fluency
- Helps the student learn more about him/her self as a reader
- Helps the student solve problems
- Records anecdotal records during a conference

**Conferring (Writing)**
A component of the writing workshop during which the teacher:
- Gives the writer an audience
- Helps the student discover and focus topics
- Identifies teaching points for mini-lessons
- Helps students extend writing strategies
- Listens to students talk about their writing
- Evaluates students’ progress in writing
- Record anecdotal records

**Constructed/Developmental Spelling**
An attempt by beginning writers to use their knowledge of sounds or visual patterns to spell a word when conventional spelling is unknown.
**Cueing Systems**
Reading strategies that derive meaning from text using the structures of language. These include:
- *grapho-phonemic/visual cues*—the relationship between the sounds and the symbol/spelling of a language (sound/letter relationships)
- *semantic/meaning cues*—the reader uses his/her vocabulary, experience, and conceptual background to feed into the reading process so that he/she can make sense out of what is read (word meaning)
- *syntactic cues*—the reader derives meaning from the way words are arranged in a sentence
- *pragmatic cues*—the reader uses his/her experience with social language to interpret and understand text (informal or colloquial language)

**Effective Questioning**
Using questions to engage students, assess student understanding, and challenge students to go deeper into content. Effective questioning stimulates critical thinking and allows students to demonstrate what they know (metacognition).

**Elements of Story Structure**
Theme, plot, problem, characters, setting, story structure, style and tone.

**Emergent Literacy**
A period of literacy development that occurs before standard reading and writing. Emergent writers might use pictures, scribbles, or use strings of consonants for encoding their ideas. Emergent readers use developmental reading by using pictures and memory to verbalize texts.

**Exemplar**
An example of student work that exemplifies an expectation of performance level. A writing exemplar could be used to demonstrate an excellent product per a predetermined rubric. Exemplars could also be used for demonstrating fluent reading and oral presentations.

**First 20 Days**
(Getting Started with Independent Reading Grades 3-8)
This will likely take you more than “20 days.” During this time, you have two critical goals:

1. Help your students think of themselves as readers by reading books that they enjoy and have them participate in all the choices and decisions readers make.
2. Establish the roles and routines of the reading workshop. (for detailed explanation, see *Guiding Readers and Writers…*, p. 142)

**Flexible Grouping**
Because of formative assessment, students are grouped for a specific component of the lesson into temporary groups based upon the common needs of the individuals; groups are not permanent.

**Gradient Library (Leveled Library)**
A collection of books arranged by category and level of difficulty from which the teacher can select texts that are suitable for groups and individuals.

**Guided Reading (Leveled Reading)**
Guided reading/leveled reading is a component of the Reading Workshop model and enables the teacher to work with a small group of students to help them learn effective strategies for processing texts of increasing levels of difficulty with understanding. It is small-group instruction for students who read the same text. The group may have students who read at about the same level, demonstrate similar reading behaviors, have similar interests, or share similar instructional needs. These small groups (anywhere from three to six students) are flexible; they change as the teacher assesses the students’ growth and needs (differentiated instruction).
Frequency of group meetings depends on the needs of the group and the neediest readers should meet often.

**Guided Reading Text Introduction**
A scaffold to support the student in processing the text. The purpose is to remove some of the complexities the book may have to allow the student to take on new challenges and process the text effectively. An introduction may be more supportive or less supportive, depending on the characteristics of the book and the needs of the group.
**Independent Reading**
In independent reading, students read individually and silently, typically selecting their own texts, sometimes with teacher guidance. When you implement independent reading for the first time, you will want to present several mini-lessons on how to select books (during “The First 20 Days”). While the students are reading, you will be able to hold one-on-one conferences. At the end of the period, you will conduct sharing and evaluation.

**Interactive Read Aloud**
A book is read aloud to the students, who are actively engaged in listening to and thinking about the story being read. The teacher will stop at predetermined points to ask a question or engage the students in a brief discussion.

**Kid Writing**
Kid writing focuses on teaching phonics in the context of writing by offering personal, meaningful, and effective opportunities for phonics instruction.

**Literacy Discussion Group**
*(Literature Circle / Literature Study / Book Club)*
Also known as literature circles, literature study, book clubs, and readers’ circles. Literacy Discussion Group is a focused examination of a text, which involves these elements:
1. Reading and thinking about works of literature.
2. Collaborating with others to reflect on, analyze, and criticize literature.
3. Developing and sharing aesthetic responses to literature.
4. Extending understandings through talk and/or writing.

**Mentor Text**
*(for teaching reading and writing)*
Authentic literature used as a model for writer’s craft and reading strategies.

**Metacognition**
Awareness of one’s own thought processes—thinking about thinking.

**Mini-lesson (Reading)**
A short (5-15 minutes) interactive lesson focused on a specific principle or procedure for reading. There are three basic kinds of reading mini-lessons:
- *Management*—used to establish routines and procedures for the reading workshop
- *Strategies and Skills*—used to teach processes that readers employ as they construct meaning from print
- *Craft/Literary Analysis*—used to help students become familiar with the techniques and devices authors use to create works of literature

**Mini-lesson (Writing)**
A short (5-15 minutes) interactive lesson focused on a specific principle or procedure for writing. There are three kinds of writing mini-lessons:
- Management—used to establish routines and procedures for the writing workshop
- Writer’s Craft—used to teach writers how to improve their writing, based on what makes good writing
- Conventions—helps students gradually increase their control of standardized written communication

**Miscue Analysis**
An assessment tool that provides an in-depth analysis of a student’s reading behavior and text processing.

**Performance Task**
A task that shows transfer of knowledge on the part of the student. It should be authentic, has a final product, and requires the student to apply all his or her knowledge in context. It involves more than just a single test of performance and uses other measures of assessment such as surveys, interviews, observations, or quizzes.

**Phonemic Awareness**
The ability to hear and identify sounds in words.
**Phonics**
The knowledge of letter/sound relationships used in reading and writing.

**Phonological Order**
A graphic sequence composed of a vowel or vowel cluster and an ending consonant or consonant cluster. These are sometimes called word families.

**Picture Cues**
A reading strategy using an illustration to identify words in the text.

**Portfolio**
A carefully selected collection of a student’s work over time that shows progress is evident.

**Process Writing**
Learning how to write by writing.

**Read Aloud**
A read aloud is a planned oral reading of a book or print excerpt. It is usually related to a theme or topic of study. A read aloud is used to engage the student while developing background knowledge, increasing comprehension skills, and fostering critical thinking. It is used to model the use of reading strategies that aid in comprehension.

**Reader’s Notebook**
A place for students to log the book they read, record reading interests, and write about their reading in the form of a letter.

**Readers’ Theater**
In Reader’s theatre, actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking.
**Reading Level**

*Frustration*—The text is too difficult for the reader to use what he or she knows to make sense of the text. If a running record indicates below 90% accuracy, the text is considered to be at the child’s frustration level.

*Instructional*—The child can read the text with support from the teacher. If a running record indicates 90%-94% accuracy, the text is considered to be at the child’s instructional level.

*Independent*—The child can read the text independently, using what he or she knows to figure out unknown words. The child can read a text with 95%-100% accuracy and should be reading at a higher level.

**Reading Response Log**

An entry in the Reader’s Notebook that demonstrates a thoughtful response in which thinking is shared about the books they are reading or have completed. The entry can be written to the teacher and the teacher responds demonstrating the process of inquiry and assisting students in expanding their reflective power.

**Reading Workshop**

Reading workshop is composed of Independent Reading, Guided Reading, and Literature Study.

**Running Records**

A way to analyze a reader’s processing strategies using any text. A system of codes is used to record miscues.

**Schema/ Background Knowledge**

The conscious and unconscious strategies that readers access, use, and modify based on the knowledge they already have.

**Shared Reading**

Teacher and student have the same text or it is projected. Students read along silently as the teacher reads aloud. There may be times when students join in or take over the reading.
**Shared Writing**
Teacher and students work together to discuss and compose text related to a common experience or area of study. The teacher is the scribe.

**Sticky Notes**
(Think-marks, Quick Notes, Post-It Notes™)
A tool for students to write questions, make comments, note interesting vocabulary/sentences/phrases, and mark these spots in the book. These notes may be placed on a graphic organizer, and brought to share during group discussion.

**Think Aloud**
This is a technique that offers information about processing and comprehension. Students are required to stop at points in their reading and talk about what they are doing and understanding as readers.

**Writer’s Notebook**
A place to collect new ideas or seeds for writing projects during independent writing. A resource from which a student can draw ideas for his or her own pieces.

**Writing Process**
A recursive process that involves five distinct steps: prewriting, drafting, revising, proofreading, and publishing.

**Writing Workshop**
Writing workshop is an interrelated combination of writing experiences that occur during the writing block of the language/literacy framework. It encompasses focused writing—both assigned and self-selected—in a variety of genres and content areas, including longer research projects. It also includes providing specific writing instruction to small groups of students.
Zone of Proximal Development (ZPD)
The difference between what a learner can do on his or her own and what he or she can do with help. Providing experiences in each child’s ZPD encourages and advances in his or her individual learning. Lev Vygotsky developed this concept.
NEW JERSEY LEARNING STANDARDS K-8

Kindergarten

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.
Kindergarten

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Range of Reading and Level of Text Complexity**

RL.K.10. Actively engage in group reading activities with purpose and understanding.

**Kindergarten**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

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

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Kindergarten

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.
   A. Follow words from left to right, top to bottom, and page by page.
   B. Recognize that spoken words are represented in written language by specific sequences of letters.
   C. Understand that words are separated by spaces in print.
   D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   A. Recognize and produce rhyming words.
   B. Count, pronounce, blend, and segment syllables in spoken words.
   C. Blend and segment onsets and rimes of single-syllable spoken words.
D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
   B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
   C. Read high-frequency and sight words with automaticity.
   D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**Fluency**

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
   A. Read emergent-readers with purpose and understanding.
   B. Read grade level text for purpose and understanding.
Anchor Standards: Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten

Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

Production and Distribution of Writing
W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

W.K.7. Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

**Range of Writing**

W.K.10. (Begins in grade 3)

**Anchor Standards: Speaking and Listening**

**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Kindergarten
Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
   B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

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

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Anchor Standards: Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Kindergarten

Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print many upper- and lowercase letters.
   B. Use frequently occurring nouns and verbs.
   C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
   D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
   E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
   F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Capitalize the first word in a sentence and the pronoun I.
B. Recognize and name end punctuation.
C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Knowledge of Language**

L.K.3. (Begins in grade 2)

**Vocabulary Acquisition and Use**

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
   B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
   D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Grade 1**
The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards: Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.
Grade 1

Progress Indicators for Reading Literature Text

Key Ideas and Details

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

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity
or above.

Grade 1

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Grade 1

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
   A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   A. Distinguish long from short vowel sounds in spoken single-syllable words.
   B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
B. Decode regularly spelled one-syllable words.
C. Know final -e and common vowel team conventions for representing long vowel sounds.
D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**Fluency**

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Anchor Standards: Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-
chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*Note on range and content in student writing*

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and
content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 1

Progress Indicators for Writing

Text Types and Purposes

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

W.1.4. (Begins in grade 3)

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given
topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.9. (Begins in grade 4)

Range of Writing

W.1.10. (Begins in grade 3)

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Grade 1

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.
Anchor Standards: Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Grade 1

Progress Indicators for Language

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., during, beyond, toward).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
   C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Grade 2

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 2

Progress Indicators Reading Literature Texts

Key Ideas and Details

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

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

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

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.

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.
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.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

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.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Grade 2

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

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

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
Grade 2

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
   A. Know spelling-sound correspondences for common vowel teams.
   B. Decode regularly spelled two-syllable words with long vowels.
   C. Decode words with common prefixes and suffixes.
   D. Identify words with inconsistent but common spelling-sound correspondences.
   E. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and
conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 2

Progress Indicators for Writing

Text Types and Purposes

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.

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.

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.

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

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.

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.

**Research to Build and Present Knowledge**

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).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W.2.9. (Begins in grade 4)

**Range of Writing**

W.2.10. (Begins in grade 3)

---

**Anchor Standards: Speaking and Listening**

**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

**Grade 2**

**Progress Indicators for Speaking and Listening**

**Comprehension and Collaboration**

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.
   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).
   B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
   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.

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.
Presentation of Knowledge and Ideas

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Anchor Standards: Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Grade 2

Progress Indicators for Language

Conventions of Standard English

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).
B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
C. Use reflexive pronouns (e.g., myself, ourselves).
D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
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).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.
B. Use commas in greetings and closings of letters.
C. Use an apostrophe to form contractions and frequently occurring possessives.
D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.
Vocabulary Acquisition and Use

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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
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).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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 figurative language, word relationships and nuances in word meanings.

A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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).
Grade 3

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 3

Progress Indicators for Reading Literature

Key Ideas and Details

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.

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 in the text.

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.

Craft and Structure
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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

**Integration of Knowledge and Ideas**

RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8. (Not applicable to literature)

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).

**Range of Reading and Complexity of Text**

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Grade 3

Progress Indicators for Reading Informational Text

**Key Ideas and Details**

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**

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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**

RI.3.7. Use information gained from 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).

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 sequence) to support specific points the author makes in a
text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**Range of Reading and Complexity of Text**

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Grade 3**

**Reading Foundational Skills**

**Phonics and Word Recognition**

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   A. Identify and know the meaning of the most common prefixes and derivational suffixes.
   B. Decode words with common Latin suffixes.
   C. Decode multisyllable words.
   D. Read grade-appropriate irregularly spelled words.

**Fluency**

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Anchor Standards for Writing**

**Text Types and Purposes**
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Grade 3**

**Progress Indicators for Writing**

**Text Types and Purposes**

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   B. Provide reasons that support the opinion.
   C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
   B. Develop the topic with facts, definitions, and details.
   C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
   A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
C. Use temporal words and phrases to signal event order.
D. Provide a sense of closure.

**Production and Distribution of Writing**

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.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

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

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.

W.3.9. (Begins in grade 4)

**Range of Writing**

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.
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront
Grade 3
Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.
   A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
   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 under discussion).
   C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   D. Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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.

SL.3.6. Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**Anchor Standards for Language**

**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 3
Progress Indicators for Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   B. Form and use regular and irregular plural nouns.
   C. Use abstract nouns (e.g., childhood).
   D. Form and use regular and irregular verbs.
   E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   F. Ensure subject-verb and pronoun-antecedent agreement.
   G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   H. Use coordinating and subordinating conjunctions.
   I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Capitalize appropriate words in titles.
   B. Use commas in addresses.
C. Use commas and quotation marks in dialogue.
D. Form and use possessives.
E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Choose words and phrases for effect.
   B. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

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.
   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   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).
   C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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*).

**Grade 4**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards for Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Grade 4**

**Progress Indicators for Reading Literature**

**Key Ideas and Details**

RL.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.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

**Craft and Structure**
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.

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.

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.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.8. (Not applicable to literature)

RL.4.9. 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.

Range of Reading and Complexity of Text

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

Grade 4
Progress Indicators for Informational Text

Key Ideas and Details

RL.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.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

**Craft and Structure**

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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.

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.

**Integration of Knowledge and Ideas**

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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeable.

**Range of Reading and Level of Text Complexity**

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Grade 4
Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   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.

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

---

**Grade 4**

**Progress Indicators for Writing**

**Text Types and Purposes**

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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.
   B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
   C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
   A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   C. Use a variety of transitional words and phrases to manage the sequence of events.
   D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.
Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
   B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually,
quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Grade 4

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

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.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**Anchor Standards for Language**

**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate
words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 4

Progress Indicators for Language

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
   B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
   E. Form and use prepositional phrases.
   F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
   G. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use correct capitalization.
   B. Use commas and quotation marks to mark direct speech and quotations from a text.
   C. Use a comma before a coordinating conjunction in a compound sentence.
   D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Choose words and phrases to convey ideas precisely.
B. Choose punctuation for effect.
C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use**

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.
   A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
   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 key words and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
   B. Recognize and explain the meaning of common idioms, adages, and proverbs.
   C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

**Grade 5**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards for Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 5

Progress Indicators for Reading Literature

Key Ideas and Details

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.

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

**Craft and Structure**

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

**Integration of Knowledge and Ideas**

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).

RL.5.8. (Not applicable to literature)

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 traditional literature from different cultures.

**Range of Reading and Complexity of Text**

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**Grade 5**

**Progress Indicators for Reading Informational Text**
**Key Ideas and Details**

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.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

**Craft and Structure**

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.

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.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**

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.

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).

RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 5

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   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.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information
clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Note on range and content in student writing
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 5

Progress Indicators for Writing

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
   C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
   B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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.)

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.

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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
A. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

B. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**Range of Writing**

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.

**Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of
formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 5

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

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

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

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

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

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.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations 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.

**Anchor Standards for Language**

**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**
NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 5

Progress Indicators for Language

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
C. Use verb tense to convey various times, sequences, states, and conditions.
D. Recognize and correct inappropriate shifts in verb tense.
E. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use punctuation to separate items in a series.
   B. Use a comma to separate an introductory element from the rest of the sentence.
   C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
   D. Use underlining, quotation marks, or italics to indicate titles of works.
   E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

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.
   A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   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 key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figurative language, including similes and metaphors, in context.
B. Recognize and explain the meaning of common idioms, adages, and proverbs.
C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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).

Grade 6

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references,
and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 6

Progress Indicators for Reading Literature

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an
audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the

text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and
background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and
fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at
grade level text-complexity or above, scaffolding as needed.

Grade 6

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says
explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a
summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a
text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative,
connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 6

Progress Indicators for Writing

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
   A. Introduce claim(s) and organize the reasons and evidence clearly.
   B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   D. Establish and maintain a formal/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
   B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Range of Writing**

W.6.10. 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.
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials,
as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Grade 6

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
   B. Use intensive pronouns (e.g., myself, ourselves).
   C. Recognize and correct inappropriate shifts in pronoun number and person.
   D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
   B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
   B. Maintain consistency in style and tone.
Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
   C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figures of speech (e.g., personification) in context.
   B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 7

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
Grade 7

Progress Indicators for Reading Literature

Key Ideas and Details

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.8. (Not applicable to literature)

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 7

Progress Indicators Informational Text

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Grade 7**

**Progress Indicators for Writing**

**Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
   A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
D. Establish and maintain a formal style/academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
   B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
Range of Writing

W.7.10. 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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 7

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
   C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Presentation of Knowledge and Ideas**

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Anchor Standards for Language**

**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 7

Progress Indicators for Language

Conventions of Standard English

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or
speaking.
A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old, green shirt*).
B. Spell correctly.

Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Grade 8**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards for Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and
connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
Grade 8

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Grade 8**

**Progress Indicators for Writing**

**Text Types and Purposes**

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
   A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal style.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
   B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Establish and maintain a formal style/academic style, approach, and form.
   F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
   D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in
standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**Range of Writing**

W.8.10. 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.
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 8

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials,
as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 8

Progress Indicators for Language

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B. Form and use verbs in the active and passive voice.
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing,
   A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   B. Use an ellipsis to indicate an omission. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
   C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word
meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.
B. Use the relationship between particular words to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
**CURRICULUM FRAMEWORKS**

*Each Unit is Approximately 9 Weeks or 1 Marking Period*

Marking Periods are as follows:
- **Marking Period 1:** September – November
- **Marking Period 2:** November – January
- **Marking Period 3:** February – April
- **Marking Period 4:** April – June

### Kindergarten Overview

<table>
<thead>
<tr>
<th>Overview</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL.K.1, RL.K.5, RI.K.10</td>
<td>RF.K.1A,D, RF.K.2A, RF.K.4A,B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Type: Literary</td>
<td>Writing Focus: Narrative writing, Informative/explanatory writing</td>
<td>Task type: Small &amp; whole group</td>
<td>Skill focus: Demonstrate command of standard English</td>
</tr>
</tbody>
</table>

144
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL. K.1</td>
<td>RI.K.1</td>
<td>RF.K.1B,C,D</td>
<td>W.K.2</td>
<td>W.K.3</td>
</tr>
<tr>
<td>RL. K.6</td>
<td>RI.K.6</td>
<td>RF.K.3A,C,D,E</td>
<td>W.K.5</td>
<td>W.K.8</td>
</tr>
<tr>
<td>RL. K.7</td>
<td>RI.K.7</td>
<td>RF.K.4A,B</td>
<td>L.K.1A,B,D,E</td>
<td>L.K.5B</td>
</tr>
<tr>
<td>RL. K.10</td>
<td>RI.K.10</td>
<td>RF.K.4A,B</td>
<td>L.K.5B</td>
<td>L.K.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL. K.1</td>
<td>RI.K.1</td>
<td>RF.K.1B,D</td>
<td>W.K.1</td>
<td>W.K.2</td>
</tr>
<tr>
<td>RL. K.4</td>
<td>RI.K.4</td>
<td>RF.K.4A,B</td>
<td>L.K.1A,B,C,D,E,F</td>
<td>L.K.2A,B,C,D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion through guided oral discussion</th>
<th>grammar when writing or speaking</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Text Type:</th>
<th>Writing Focus:</th>
<th>Task type:</th>
<th>Skill focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational</td>
<td>Narrative writing</td>
<td>Respond to and interact with peers in small &amp; whole group discussion</td>
<td>Demonstrate command of standard English grammar when writing or speaking</td>
</tr>
<tr>
<td>Text Type:</td>
<td>Writing Focus:</td>
<td>Task type:</td>
<td>Skill focus:</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| • Literary | • Opinion writing  
• Shared research writing | • Respond to and interact with peers in small & whole group discussion | • Demonstrate command of standard English grammar and mechanics when writing or speaking |

**Unit 4**

<table>
<thead>
<tr>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
<th>Primary Focus Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL. K.1</td>
<td>RF.K.1B,D</td>
<td>W.K.1</td>
<td>L.K.1A,B</td>
</tr>
<tr>
<td>RL. K.4</td>
<td>RF.K.4A,B</td>
<td>W.K.6</td>
<td>L.K.4A,B</td>
</tr>
<tr>
<td>RL. K.7</td>
<td>RL. K.8</td>
<td>W.K.7</td>
<td>L.K.5C,D</td>
</tr>
<tr>
<td>RL. K.9</td>
<td>RL. K.10</td>
<td>W.K.8</td>
<td>L.K.6</td>
</tr>
</tbody>
</table>
| K.1 0 | Text Type:  
- Literary  
- Informational | Writing Focus:  
- Opinion writing  
- Narrative writing  
- Shared research/writing | Task type:  
- Respond to and interact with peers in small & whole group discussion | Skill focus:  
- Demonstrate command of standard English grammar and mechanics when writing or speaking |

| **Suggested Open Educational Resources** |  
**http://readingandwritingproject.org/**  
**www.jenniferserravallol.com/blog**  
**http://www.wegivebooks.org/books**  
**http://www.nwp.org/cs/public/print/resourcetopic/teachingreading**  
**http://www.sightwords.com/**  
**www.lindahoyt.com/tips.html**  
**http://www.readwritethink.org/** |  
**http://readingandwritingproject.org/**  
**www.lindahoyt.com/tips.html**  
**http://www.readwritethink.org/**  
**http://www.nwp.org/cs/public/print/resourcetopic/teachingwriting** |  
**http://readingandwritingproject.org/**  
**www.lindahoyt.com/tips.html**  
**http://www.seymoursimon.com/index.php/blog/** |
# Unit One Reading Standards:
## Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</td>
<td>• Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text</td>
<td>• Literacy Program materials • Leveled Reading • Literacy Discussion Groups • Think Aloud • Read Aloud • Word Study • Mini-Lessons • Class and Small Group Discussion • Technology Resources • Genre/Author Study • Teacher Modeling • Graphic Organizers</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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</strong></td>
<td><strong>With prompting and support, identify characters, settings, and major events in a story.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand what key details are</td>
<td>• Provide a description of the major events in a story using key details.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask and answer questions about key details, with support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
<td>Assessments/Evidence</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| RL.K.5. Recognize common types of texts (e.g., storybooks, poems). | • Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)  
• Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc) |                     |                       |
| RI.K.5. Identify the front cover, back cover, and title page of a book. |                                                                                  |                     |                       |
| RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | • Identify the author and illustrator of a story  
• Explain the role of the author and illustrator in creating the text |                     |                       |
| RL.K.7. With prompting and support, describe the relationship | • Identify key illustrations of a story  
• Make clear the relationship between |                     |                       |
| between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | the illustrations and the story or text  
- Describe how the illustrations explain the story or text, with support |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.10. Actively engage in group reading activities with purpose and understanding.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Participate in group reading activities  
- Articulate the purpose of the group reading activities  
- Model and develop engaging reading habits that lead to reading texts independently |  |
### Unit One Reading Standards:
*Kindergarten*

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.1.</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td></td>
<td>• Literacy Program Assessment</td>
</tr>
<tr>
<td></td>
<td>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</td>
<td></td>
<td>• Effective Questioning</td>
</tr>
<tr>
<td></td>
<td>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td></td>
<td>• Teacher Observation</td>
</tr>
<tr>
<td></td>
<td>• Understand basic print features</td>
<td>• Morning Routine/Daily Edits</td>
<td>• Teacher/Student Conferencing</td>
</tr>
<tr>
<td></td>
<td>o Books have a correct position</td>
<td>• Literacy Program Materials</td>
<td>• Anecdotal Records</td>
</tr>
<tr>
<td></td>
<td>o Print has specific directionality</td>
<td>• Leveled Reading</td>
<td>• Checklists/Rubrics</td>
</tr>
<tr>
<td></td>
<td>o Print has meaning and is made up of letters</td>
<td>• Literacy Discussion Groups</td>
<td>• Running Records</td>
</tr>
<tr>
<td></td>
<td>• Track text left to right, top to bottom and page by page</td>
<td>• Choral/Echo/Partner Reading</td>
<td>• Daily Application of Mini-Lesson and Strategy Instruction</td>
</tr>
<tr>
<td></td>
<td>• Name all upper and lower case letters</td>
<td>• Independent Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Think Alouds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mini-Lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Word Work/Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and Small Group Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>RF.K.2.A. Recognize and produce rhyming words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
|  | - Recognize the differences in syllables, sounds and phonemes (cat, bat, fat)  
- Identify and produce rhyming words |  |
| RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. | RF.K.4.A. Read emergent-readers with purpose and understanding. |
|  | - Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding  
- Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding |  |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | • Draw tell, write about topics that is well known  
• Name what is being written about  
• Supply additional information about the topic | • Literacy Program Materials  
• 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  
• Handwriting Center | • 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.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | • Tell, draw and write a story about something that happened  
• Show what happens first  
• Put the pages in order  
• Tell what happens last |
|---|---|
| W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). | • Add details to written stories  
• Turn and talk to reflect on writing  
• Use writing partners and teacher conferences to strengthen writing |
<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.K.1.</td>
<td>Participate in a</td>
<td>Literacy Program</td>
<td>Literacy Program</td>
</tr>
<tr>
<td>Standard</td>
<td>variety of rich</td>
<td>Materials</td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>structured</td>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>conversations</td>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>about grade</td>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>appropriate</td>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>topics and texts</td>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td>SL.K.1.A</td>
<td>Follow agreed</td>
<td>Teacher Modeling</td>
<td>Teacher Modeling</td>
</tr>
<tr>
<td></td>
<td>upon norms for</td>
<td>Whole Class</td>
<td>Whole Class</td>
</tr>
<tr>
<td></td>
<td>discussions (e.g.,</td>
<td>Discussions</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>listening to</td>
<td>Small Group</td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td>others and taking</td>
<td>Discussions</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>turns speaking</td>
<td>Morning Routine</td>
<td>Morning Routine</td>
</tr>
<tr>
<td></td>
<td>about topics</td>
<td>Think-Pair-Share</td>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td></td>
<td>and texts</td>
<td>Oral Presentations</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role Play</td>
<td>Role Play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Aloud-Think</td>
<td>Read Aloud-Think</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aloud</td>
<td>Aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Conferencing</td>
<td>Peer Conferencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Author’s Chair</td>
<td>Author’s Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini-Lessons</td>
<td>Mini-Lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response Logs</td>
<td>Response Logs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Organizers</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology Resources</td>
<td>Technology Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>variety of rich</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>structured</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>about grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>topics and texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | • Ask and answer questions about a text read aloud or information through other media to better student understanding  
• Practice asking questions for clarification |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events  
• Report facts and details about an experience |
<p>| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | • Construct drawings or gather other visual media when describing |</p>
<table>
<thead>
<tr>
<th>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</th>
<th>Present information to others using appropriate visual displays to add detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Express thoughts and feelings and ideas</td>
<td>• Speak audibly to naturally express ideas</td>
</tr>
</tbody>
</table>
### Unit One Language Standards: Kindergarten

<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.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• Utilize formal grammar and usage of spoken and written standard English</td>
<td>• Literacy Program Materials&lt;br&gt;• Fundations&lt;br&gt;• Authentic Literature as Models&lt;br&gt;• Teacher Modeling&lt;br&gt;• Writing Exemplars&lt;br&gt;• Mini-Lessons&lt;br&gt;• Response Logs/Journals&lt;br&gt;• Technology Resources&lt;br&gt;• Leveled Reading&lt;br&gt;• Literacy Discussion Groups&lt;br&gt;• Process Writing&lt;br&gt;• Graphic Organizers&lt;br&gt;• Rubrics&lt;br&gt;• Shared Writing&lt;br&gt;• Morning Routine&lt;br&gt;• Word Work&lt;br&gt;• Handwriting Practice</td>
<td>• Literacy Program Assessments&lt;br&gt;• Teacher Observation/Questioning&lt;br&gt;• Anecdotal Records&lt;br&gt;• Cloze Activities&lt;br&gt;• Writing/Picture Prompts&lt;br&gt;• Writing Samples&lt;br&gt;• Journals&lt;br&gt;• Writing Portfolios&lt;br&gt;• Daily Application of Mini-Lesson and Strategy Instruction&lt;br&gt;• Rubrics&lt;br&gt;• Checklists&lt;br&gt;• Self-Assessments&lt;br&gt;• Graphic Organizers</td>
</tr>
<tr>
<td>L.K.1.B. Use frequently occurring nouns and verbs.</td>
<td>• Use frequently occurring nouns and verbs correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) appropriately</td>
<td>• Understand and use question words (e.g., who, what, where, when, why, how) appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
<td>• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.5. With guidance and support from adults, explore word relationships</td>
<td>• Explore word relationships and nuances in word meaning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and nuances in word meanings.

L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- Categorize common objects
- Sort common objects
- Draw conclusions about the category representations

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Listen, share and read a variety of texts
- Highlight
## Unit 2

### Unit Two Reading Standards:

#### Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). | • Ask and prompt who, what where, when, why and how regarding details of a text  
• Answer when prompting and use key details from the text  
• Ask and answer questions about key details when prompting with who, what, where, when, why and how  
• Determine what key details are in a text  
• Understand what key details are  
• Ask and answer questions about key details, with support | • Literacy Program materials  
• Leveled Reading  
• Literacy Discussion Groups  
• Think Aloud  
• Read Aloud  
• Word Study  
• Mini-Lessons  
• Class and Small Group Discussion  
• Technology Resources  
• Genre/Author Study  
• Teacher Modeling  
• Graphic Organizers  
• Student Presentations  
• Response Logs | • Literacy Program Assessments  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading  
• Graphic Organizers |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | • Provide a description of characters in a story using key details.  
• Provide a description of the setting of a story using key details.  
• Provide a description of the major events in a story using key details. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. | • Provide a description of characters in a story using key details.  
• Provide a description of the setting of a story using key details.  
• Provide a description of the major events in a story using key details. | | |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content  
• Use strategies when faced with an unknown word | | |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text. | • Identify the author and illustrator of a story  
• Explain the role of the author and illustrator in creating the text | | |
| RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support |
### Unit Two Reading Standards: Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | • Participate in group reading activities  
• Articulate the purpose of the group reading activities  
• Model and develop engaging reading habits that lead to reading texts independently | • Morning Routine/Daily Edits  
• Literacy Program Materials  
• Leveled Reading  
• Literacy Discussion Groups  
• Choral/Echo/Partner Reading  
• Independent Reading  
• Teacher Modeling  
• Think Alouds  
• Mini-Lessons  
• Word Study  
• Class and Small Group Discussion  
• Reader’s Theatre  
• Technology Resources | • Literacy Program Assessment  
• Effective Questioning  
• Teacher Observation  
• Teacher/Student Conferencing  
• Anecdotal Records  
• Checklists/Rubrics  
• Running Records  
• Daily Application of Mini-Lesson and Strategy Instruction |
| RF.K.1. Demonstrate understanding of the organization and basic features of print. | • Recognize that print has meaning and is made up of letters in a specific order  
• Recognize that spaces separate the words | | |
are represented in written language by specific sequences of letters.

RF.K.1.C. Understand that words are separated by spaces in print.

RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.A. Recognize and produce rhyming words.

RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

<p>| • Recognize specific words in a sentence or text |
| • Name all upper and lower case letters |
| • Identify and produce rhyming words |
| • Demonstrate knowledge of syllables in a word |
| • Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) |</p>
<table>
<thead>
<tr>
<th>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</td>
<td>- Use specific strategies for decoding words, including letter sound correspondence</td>
<td></td>
</tr>
<tr>
<td>RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</td>
<td>- Associate a letter with a sound and apply these sounds when decoding words</td>
<td></td>
</tr>
<tr>
<td>RF.K.3.C. Read high-frequency and sight words with automaticity.</td>
<td>- Identify common high-frequency words by sight in isolation and also in a text</td>
<td></td>
</tr>
<tr>
<td>RF.K.4. Read emergent text with one-to-one correspondence to develop</td>
<td>- Demonstrate the ability to use meaning, visuals,</td>
<td></td>
</tr>
</tbody>
</table>
fluency and comprehension skills.  

RF.K.4.A. Read emergent-readers with purpose and understanding.

RF.K.4.B. Read grade level text for purpose and understanding.  

| and structure to read emergent reader text fluently with understanding  
| • Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding | 

<p>| | | |
|  |  |  |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | • Draw tell, write about topics that is well known  
• Name what is being written about  
• Supply additional information about the topic | • Literacy Program Materials  
• 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  
• Handwriting Center | • 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.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | • Tell, draw and write a story about something that happened  
• Show what happens first  
• Put the pages in order  
• Tell what happens last | • Keyboarding Programs |
|---|---|---|
| W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). | • Add details to written stories  
• Turn and talk to reflect on writing  
• Use writing partners and teacher conferences to strengthen writing |
# Unit Two Speaking and Listening Standards: Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | - Participate in variety of rich structured conversations about grade appropriate topics and texts  
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts  
- Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles) | - 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.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |  |  |  |
| SL.K.1.B. Continue a conversation through multiple exchanges. |  |  |  |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | • Ask and answer questions about a text read aloud or information through other media to better student understanding  
• Practice asking questions for clarification |
|---|---|
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events  
• Report facts and details about an experience |
| SL.K.5. Add drawings or other visual displays to | • Construct drawings or gather other visual media when describing  
• Present information to others using |
<table>
<thead>
<tr>
<th>descriptions as desired to provide additional detail.</th>
<th>appropriate visual displays to add detail</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>• Express thoughts and feelings and ideas • Speak audibly to naturally express ideas</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Utilize formal grammar and usage of spoken and written standard English  
• Distinguish between upper and lower case letters  
• Print a variety upper- and lowercase letters  
• Use frequently occurring nouns and verbs correctly appropriately  
• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) | • 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 |
<p>| L.K.1.A. Print many upper- and lowercase letters. | | | |
| L.K.1.B. Use frequently occurring nouns and verbs. | | | |
| L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | | | |
| L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) | | | |</p>
<table>
<thead>
<tr>
<th>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
</tr>
<tr>
<td>• Explore word relationships and nuances in word meanings</td>
</tr>
<tr>
<td>• Relate nouns and verbs to their antonyms</td>
</tr>
<tr>
<td>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
</tr>
<tr>
<td>• Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking</td>
</tr>
</tbody>
</table>
### Unit Three Reading Standards:
**Kindergarten**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). | • Ask and prompt who, what where, when, why and how regarding details of a text  
• Answer when prompted and use key details from the text  
• Ask and answer questions about key details when prompting with who, what, where, when, why and how  
• Determine what key details are in a text  
• Understand what key details are  
• Ask and answer questions about key details, with support | • Literacy Program materials  
• Leveled Reading  
• Literacy Discussion Groups  
• Think Aloud  
• Read Aloud  
• Word Study  
• Mini-Lessons  
• Class and Small Group Discussion  
• Technology Resources  
• Genre/Author Study  
• Teacher Modeling  
• Graphic Organizers  
• Student Presentations  
• Response Logs | • Literacy Program Assessments  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading  
• Graphic Organizers |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). | • Ask and prompt who, what where, when, why and how regarding details of a text | | |
| who, what, where, when, why, how. | • Answer when prompted and use key details from the text  
• Ask and answer questions about key details when prompting with who, what, where, when, why and how  
• Determine what key details are in a text  
• Understand what key details are  
• Ask and answer questions about key details, with support |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.2. With prompting and support, retell familiar stories, including key details.</td>
<td>• Retell a familiar story, putting key details in a sequential order</td>
</tr>
</tbody>
</table>
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | • Identify the main topic of a text  
• Retell key details in a text  
• Name or illustrate some of the details about the topic |
| RI.K.3. With prompting and support, describe the connection between | • Provide a description of characters in a story using key details. |
| two individuals, events, ideas or pieces of information in a text. | Provide a description of the setting of a story using key details.  
Provide a description of the major events in a story using key details. |
| --- | --- |
| RL.K.4 Ask and answer questions about unknown words in a text. | Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content  
Use strategies when faced with an unknown word |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | Identify key illustrations of a story  
Make clear the relationship between the illustrations and the story or text  
Describe how the illustrations explain the story or text, with support |
| RL.K.7. With prompting and support, describe | Provide a description of characters in a |
| the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | • story using key details.
• Provide a description of the setting of a story using key details.
• Provide a description of the major events in a story using key details. | RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
| • Identify key illustrations of a story
• Make clear the relationship between the illustrations and the story or text
• Describe how the illustrations explain the story or text, with support | RI.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
| • Compare similarities and differences in character’s experiences within a story | RI.K.9. With prompting and support, identify basic similarities in and differences between two
<p>| • Discuss similarities and differences between two texts on the same topic |</p>
<table>
<thead>
<tr>
<th>Texts on the same topic (e.g., in illustrations, descriptions, or procedures).</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **RL.K.10. Actively engage in group reading activities with purpose and understanding.** | - Participate in group reading activities  
- Articulate the purpose of the group reading activities  
- Model and develop engaging reading habits that lead to reading texts independently | |
| **RI.K.10. Actively engage in group reading activities with purpose and understanding.** | - Participate in group reading activities  
- Articulate the purpose of the group reading activities  
- Model and develop engaging reading habits that lead to reading texts independently | |
| **RF.K.1. Demonstrate understanding of the organization and basic features of print.** | - Recognize that print has meaning and is made up of letters in a specific order  
- Recognize that spaces separate the words | |
| RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. | • Recognize specific words in a sentence or text  
• Name all upper and lower case letters |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td></td>
</tr>
</tbody>
</table>

| RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | • Identify and produce rhyming words  
• Demonstrate knowledge of syllables in a word  
• Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)  
• Demonstrate CVC knowledge by isolating and pronouncing initial, |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.2.A. Recognize and produce rhyming words.</td>
<td></td>
</tr>
<tr>
<td>RF.K.2.B. Count, pronounce, blend, and segment</td>
<td></td>
</tr>
</tbody>
</table>
syllables in spoken words.

RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-

<table>
<thead>
<tr>
<th>medial, and final sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name the sound for each letter in a CVC word and then blend sounds to make a word</td>
</tr>
<tr>
<td>• Create new one-syllable words by adding or substituting phonemes</td>
</tr>
<tr>
<td>Syllable words to make new words.</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>sylla <strong>ble</strong> words to make new words.</td>
</tr>
<tr>
<td>• Identify common high-frequency words by sight in isolation and also in a text</td>
</tr>
</tbody>
</table>
| RF.K.4.A. Read emergent-readers with purpose and understanding. | text fluently with understanding
- Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding |  |

**Unit Three Writing Standards:**
**Kindergarten**
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | • Express opinion or likes and dislikes about a topic or book  
• State an opinion or preference  
• Dictate thinking and/or illustrate ideas and write ideas  
• Choose self-selected topics  
• Begin to develop ability to support opinion or preference with a reason | • Literacy Program Materials  
• 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  
• Handwriting Center  
• Keyboarding Programs | • 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.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | • Draw tell, write about topics that is well known  
• Name what is being written about  
• Supply additional information about the topic |
| W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). | • Add details to written stories  
• Turn and talk to reflect on writing  
• Use writing partners and teacher conferences to strengthen writing |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | • Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting) |
| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | • Understand their job and how they will contribute to the project from beginning to end |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from | • Use information provided and/or recall their own background knowledge on the topic to answer research |
| provided sources to answer a question. | questions, with prompting and support |  |
# Unit Three Speaking and Listening Standards: Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | - Participate in a variety of rich structured conversations about grade appropriate topics and texts  
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts  
- Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles) | - 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.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges. | | |
| SL.K.2. Confirm understanding of a text | - Ask and answer questions about a text | | |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |  
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events  
• Report facts and details about an experience |  
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | • Construct drawings or gather other visual media when describing  
• Present information to others using appropriate visual displays to add detail |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | • Express thoughts and feelings and ideas  
• Speak audibly to naturally express ideas |

| **Unit Three Language Standards:**  
**Kindergarten** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
<td>Assessments/Evidence</td>
</tr>
</tbody>
</table>
| L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.K.1.A. Print many upper- and lowercase letters.  
L.K.1.B. Use frequently occurring nouns and verbs.  
L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  
L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | • Utilize formal grammar and usage of spoken and written standard English  
• Distinguish between upper and lower case letters  
• Print a variety upper- and lowercase letters  
• Use frequently occurring nouns and verbs correctly  
• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)  
• Understand and use question words | • 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 | • 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 |
<table>
<thead>
<tr>
<th>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.1.F. Produce and expand complete sentences in shared language activities.</td>
</tr>
<tr>
<td>words (e.g., who, what, where, when, why, how) appropriately</td>
</tr>
<tr>
<td>• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</td>
</tr>
<tr>
<td>• Produce and expand complete sentences in shared language activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</td>
</tr>
<tr>
<td>L.K.2.B. Recognize and name end punctuation.</td>
</tr>
<tr>
<td>L.K.2.C. Write a letter or letters for most consonant and</td>
</tr>
<tr>
<td>• Knows how to write a sentence</td>
</tr>
<tr>
<td>• Demonstrate convention in one’s own writing: capitalization</td>
</tr>
<tr>
<td>• Demonstrate convention in one’s own writing: end punctuation</td>
</tr>
<tr>
<td>• Demonstrate convention: produce phonemes in one’s own writing</td>
</tr>
</tbody>
</table>

<p>| Handwriting Practice |</p>
<table>
<thead>
<tr>
<th>short-vowel sounds (phonemes). L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</th>
<th>• Demonstrate convention: show understanding of basic phonics when writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</td>
<td>• Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words</td>
<td></td>
</tr>
<tr>
<td>L.K.5. With guidance and support from adults, explore word relationships</td>
<td>• Explore word relationships and nuances in word meanings</td>
<td></td>
</tr>
</tbody>
</table>
and nuances in word meanings.

L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

| • Connect words to real-life situations
• Explore variations of verbs |

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

| • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking |
### Unit Four Reading Standards:
#### Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). | - Ask and prompt who, what where, when, why and how regarding details of a text  
- Answer when prompted and use key details from the text  
- Ask and answer questions about key details when prompting with who, what, where, when, why and how  
- Determine what key details are in a text  
- Understand what key details are  
- Ask and answer questions about key details, with support | - Literacy Program materials  
- Leveled Reading  
- Literary Discussion Groups  
- Think Aloud  
- Read Aloud  
- Word Study  
- Mini-Lessons  
- Class and Small Group Discussion  
- Technology Resources  
- Genre/Author Study  
- Teacher Modeling  
- Graphic Organizers  
- Student Presentations  
- Response Logs | - Literacy Program Assessments  
- Effective Questioning  
- Teacher Observation  
- Conferencing  
- Anecdotal Records  
- Rubrics/Checklists  
- Oral Responses  
- Response to Reading  
- Graphic Organizers |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., | - Ask and prompt who, what where, when, why and how regarding details of a text | |  |
| who, what, where, when, why, how | • Answer when prompted and use key details from the text  
• Ask and answer questions about key details when prompting with who, what, where, when, why and how  
• Determine what key details are in a text  
• Understand what key details are  
• Ask and answer questions about key details, with support |

| RL.K.2. With prompting and support, retell familiar stories, including key details. | • Retell a familiar story, putting key details in a sequential order |

| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | • Identify the main topic of a text  
• Retell key details in a text  
• Name or illustrate some of the details about the topic |

| RI.K.3. With prompting and support, describe the connection between | • Explain two individuals, events, |
| Two individuals, events ideas or pieces of information in a text. | Ideas or information are linked together
- Describe how the individuals or ideas are the same or different |
|---|---|
| RL.K.4 Ask and answer questions about unknown words in a text. | Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
- Use strategies when faced with an unknown word |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
- Use strategies when faced with an unknown word |
| RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what | Identify key illustrations of a story
- Make clear the relationship between the illustrations and the story or text |
<table>
<thead>
<tr>
<th>moment in a story an illustration depicts)</th>
<th>• Describe how the illustrations explain the story or text, with support</th>
</tr>
</thead>
</table>
| RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | • Identify key illustrations of a story  
• Make clear the relationship between the illustrations and the story or text  
• Describe how the illustrations explain the story or text, with support |
<p>| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. | • Develop ability to recognize the reasons an author gives to support points in the text |
| RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | • Compare similarities and differences in character’s experiences within a story |
| RI.K.9. With prompting and support, identify | • Discuss similarities and differences |</p>
<table>
<thead>
<tr>
<th><strong>basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>between two texts on the same topic</strong></td>
</tr>
<tr>
<td><strong>RL.K.10. Actively engage in group reading activities with purpose and understanding.</strong></td>
</tr>
<tr>
<td>• Participate in group reading activities</td>
</tr>
<tr>
<td>• Articulate the purpose of the group reading activities</td>
</tr>
<tr>
<td>• Model and develop engaging reading habits that lead to reading texts independently</td>
</tr>
<tr>
<td><strong>RI.K.10. Actively engage in group reading activities with purpose and understanding.</strong></td>
</tr>
<tr>
<td>• Participate in group reading activities</td>
</tr>
<tr>
<td>• Articulate the purpose of the group reading activities</td>
</tr>
<tr>
<td>• Model and develop engaging reading habits that lead to reading texts independently</td>
</tr>
<tr>
<td><strong>RF.K.1. Demonstrate understanding of the</strong></td>
</tr>
<tr>
<td>• Name all upper and lower case letters</td>
</tr>
<tr>
<td>• Recognize that print has meaning and is</td>
</tr>
</tbody>
</table>
| Organization and basic features of print. | Made up of letters in a specific order  
- Recognize that spaces separate the words  
- Recognize specific words in a sentence or text |  |
| RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. |  |
| RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet. |  |
| RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |
| RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. |  |
| RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. |  |
|  | Demonstrate knowledge of syllables in a word  
- Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)  
- Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds  
- Name the sound for each letter in a CVC word and then blend sounds to make a word |  |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.2.D</td>
<td>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</td>
</tr>
<tr>
<td>RF.K.2.E</td>
<td>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
</tr>
<tr>
<td>RF.K.3</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</td>
</tr>
<tr>
<td>RF.K.3.B</td>
<td>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</td>
</tr>
</tbody>
</table>

- Create new one-syllable words by adding or substituting phonemes
- Apply understanding of long and short vowels in common spelling
- Identify common high-frequency words by sight in isolation and also in a text
- Compare similarly spelled words by identifying letter sounds that differ
<table>
<thead>
<tr>
<th><strong>RF.K.3.C.</strong> Read high-frequency and sight words with automaticity.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.K.3.D.</strong> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</td>
<td></td>
</tr>
<tr>
<td><strong>RF.K.4.</strong> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.K.4.A.</strong> Read emergent readers with purpose and understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.K.4.B.</strong> Read grade level text for purpose and understanding.</td>
<td></td>
</tr>
</tbody>
</table>

- Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding
- Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | • Express opinion or likes and dislikes about a topic or book  
• State an opinion or preference  
• Dictate thinking and/or illustrate ideas and write ideas  
• Choose self-selected topics  
• Begin to develop ability to support opinion or preference with a reason | • Literacy Program Materials  
• 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  
• Handwriting Center  
• Keyboarding Programs | • 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.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the | • Tell, draw and write a story about something that happened  
• Show what happens first  
• Put the pages in order | | |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell what happens last</td>
<td></td>
</tr>
</tbody>
</table>
| W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). | • Add details to written stories  
• Turn and talk to reflect on writing  
• Use writing partners and teacher conferences to strengthen writing |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | • Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting) |
| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | • Understand their job and how they will contribute to the project from beginning to end |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support |
## Unit Four Speaking and Listening Standards:
### Kindergarten

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
SL.K.1.B. Continue a conversation through multiple exchanges. | • Participate in a variety of rich structured conversations about grade appropriate topics and texts  
• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts  
• Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles) | • 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.K.2. Confirm understanding of a text read aloud or information | • Ask and answer questions about a text read aloud or | | |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |
| --- | --- |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events  
• Report facts and details about an experience |
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | • Construct drawings or gather other visual media when describing  
• Present information to others using appropriate visual displays to add detail |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | • Express thoughts and feelings and ideas |
- Speak audibly to naturally express ideas

### Unit Four Language Standards: Kindergarten

<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.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Utilize formal grammar and usage of spoken and written standard English</td>
<td>Literacy Program Materials</td>
<td>Literacy Program Assessments</td>
</tr>
<tr>
<td>L.K.1.A. Print many upper- and lowercase letters.</td>
<td>Distinguish between upper and lower case letters</td>
<td>Fundations</td>
<td>Teacher Observation/Questioning</td>
</tr>
<tr>
<td>L.K.1.B. Use frequently occurring nouns and verbs.</td>
<td>Print a variety upper- and lowercase letters</td>
<td>Authentic Literature as Models</td>
<td>Anecdotal Records</td>
</tr>
<tr>
<td>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td>Use frequently occurring nouns and verbs correctly</td>
<td>Teacher Modeling</td>
<td>Cloze Activities</td>
</tr>
<tr>
<td>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
<td>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</td>
<td>Writing Exemplars</td>
<td>Writing/Picture Prompts</td>
</tr>
<tr>
<td>L.K.1.E. Use the most frequently occurring prepositions (e.g., to,</td>
<td>Understand and use question words (e.g., who, what, where, when, why, how) appropriately</td>
<td>Mini-Lessons</td>
<td>Writing Samples</td>
</tr>
<tr>
<td></td>
<td>Use the most frequently occurring prepositions (e.g., to,</td>
<td>Response Logs/Journals</td>
<td>Journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology Resources</td>
<td>Writing Portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leveled Reading</td>
<td>Daily Application of Mini-Lesson and Strategy Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy Discussion Groups</td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process Writing</td>
<td>Checklists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Organizers</td>
<td>Self-Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shared Writing</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Routine</td>
<td>Handwriting Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handwriting Practice</td>
<td></td>
</tr>
<tr>
<td>from, in, out, on, off, for, of, by, with)</td>
<td>from, in, out, on, off, for, of, by, with</td>
<td>from, in, out, on, off, for, of, by, with</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>L.K.1.F. Produce and expand complete sentences in shared language activities.</td>
<td>• Produce and expand complete sentences in shared language activities</td>
<td>• Write a sentence</td>
<td></td>
</tr>
<tr>
<td>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>• Demonstrate convention in one’s own writing: capitalization</td>
<td>• Demonstrate convention in one’s own writing: end punctuation</td>
<td></td>
</tr>
<tr>
<td>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</td>
<td></td>
<td>• Demonstrate convention: produce phonemes in one’s own writing</td>
<td></td>
</tr>
<tr>
<td>L.K.2.B. Recognize and name end punctuation.</td>
<td></td>
<td>• Demonstrate convention: show understanding of basic phonics when writing</td>
<td></td>
</tr>
<tr>
<td>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning</td>
<td></td>
<td>• Identify new meanings for familiar words</td>
<td></td>
</tr>
<tr>
<td>words and phrases based on kindergarten reading and content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Apply new meanings to familiar words accurately
- Use frequently occurring affixes as clues to define unknown words

<table>
<thead>
<tr>
<th>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
</tr>
<tr>
<td>L.K.5.D. Distinguish shades of meaning among verbs</td>
</tr>
</tbody>
</table>

- Explore word relationships and nuances in word meanings
- Connect—words to real-life situations
- Explore variations of verbs
describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

| L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking |

| | | |
# First Grade Overview

<table>
<thead>
<tr>
<th>Overview</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
</table>
| **Unit 1** | Primary Focus Standards:  
  RL.1.1  RI.1.1  RF.1.1A  
  1  RI.1.5  RF.1.2A,B  
  3  RI.1.10  RF.1.4A  
  5  RL.1.6  7  RL.1.10 | Primary Focus Standards:  
  W.1.2  W.1.3  W.1.5 | Primary Focus Standards:  
  SL.1.1A  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6 | Primary Focus Standards:  
  L.1.1A,B  L.1.2A,B  L.1.5A  L.1.6 |
| **Text Type:**  
  • Literary  
  • Informational | **Writing Focus:** Use the writing process to create  
  • Informative/explanatory writing  
  • Narrative writing | **Task type:**  
  • Respond to and interact with peers in small & whole group discussion | **Skill focus:**  
  • Demonstrate command of standard English grammar and mechanics when writing or speaking |
<table>
<thead>
<tr>
<th>Overview</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Primary Focus Standards:</td>
<td>Primary Focus Standards:</td>
<td>Primary Focus Standards:</td>
<td>Primary Focus Standards:</td>
</tr>
<tr>
<td>RL.1.1</td>
<td>RI.1.1</td>
<td>RF.1.1A</td>
<td>W.1.2</td>
<td>SL.1.1A,B</td>
</tr>
<tr>
<td>1</td>
<td>RI.1.3</td>
<td>RF.1.2A,B, C</td>
<td>W.1.3</td>
<td>SL.1.2</td>
</tr>
<tr>
<td>RL.1.4</td>
<td>RI.1.6</td>
<td>RF.1.3A,B, C</td>
<td>W.1.5</td>
<td>SL.1.3</td>
</tr>
<tr>
<td>3</td>
<td>RI.1.7</td>
<td>RF.1.4A,B</td>
<td></td>
<td>SL.1.4</td>
</tr>
<tr>
<td>RL.1.10</td>
<td>RI.1.10</td>
<td>RF.1.4A,B</td>
<td></td>
<td>SL.1.5</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>SL.1.6</td>
</tr>
<tr>
<td>Text Type:</td>
<td>Literary</td>
<td>Writing Focus: Use the writing process to create</td>
<td>Task type:</td>
<td>Skill focus:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Informative/explanatory writing</td>
<td>• Respond to and interact with peers in small &amp;</td>
<td>• Demonstrate command of standard English grammar,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Narrative writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>Reading</td>
<td>Writing</td>
<td>Speaking and Listening</td>
<td>Language</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>whole group discussion</td>
<td>usage, and mechanics when writing or speaking</td>
</tr>
</tbody>
</table>
| **Unit 3** | Primary Focus Standards:  
RL.1. RI.1.1  
1 RI.1.2  
2 RI.1.3  
4 RI.1.4  
7 RI.1.10  
9 RL.1.  
10 | Primary Focus Standards:  
W.1.1  
W.1.2  
W.1.5  
W.1.6  
W.1.7  
W.1.8 | Primary Focus Standards:  
SL.1.1A,B,C  
SL.1.2  
SL.1.3  
SL.1.4  
SL.1.5  
SL.1.6 | Primary Focus Standards:  
L.1.1C,D,E,F,G,H  
L.1.2A,B,C,D,E  
L.1.4A,B,C  
L.1.5A,B,C  
L.1.6 |
|          |         | Writing Focus: Use the writing process to create  
- Opinion writing  
- Informative/explanatory writing  
- Shared research writing  
- Routine writing | Task type:  
- Respond to and interact with peers in small & whole group discussion | Skill focus:  
- Demonstrate command of standard English grammar and mechanics when writing or speaking |
| Text Type:  
- Literary  
- Informational |
<table>
<thead>
<tr>
<th>Overview</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4</strong></td>
<td>Primary Focus Standards: RL.1.1, 2, 4, 7, 9, 10, RI.1.1, 2, 3, 4, 7, 10</td>
<td>Primary Focus Standards: W.1.1, 3, 5, 6, 8, 10, RF.1.1A, 1.2A,B,C,D, 1.3A,B,C,D,E, 1.4A,B,C</td>
<td>Primary Focus Standards: SL.1.1A,B,C, SL.1.2, 1.3, 1.4, 1.5, 1.6</td>
<td>Primary Focus Standards: L.1.1D,E,F,G,H,I,J, L.1.2A,B,C,D,E, L.1.4A,B,C, L.1.5C,D, L.1.6</td>
</tr>
<tr>
<td><strong>Text Type:</strong></td>
<td><strong>Writing Focus:</strong> Use the writing process to create</td>
<td><strong>Task type:</strong></td>
<td><strong>Skill focus:</strong></td>
<td><strong>Suggested Open</strong></td>
</tr>
<tr>
<td></td>
<td>Literary, Informational</td>
<td>Opinion writing, Narrative writing, Routine writing</td>
<td>Respond to and interact with peers in small &amp; whole group discussion</td>
<td>Demonstrate command of standard English grammar and mechanics when writing or speaking</td>
</tr>
</tbody>
</table>
| **Suggested Open** | Reading | Writing & Language | Speaking & Listening | Critical Thinking | http://readinga
<table>
<thead>
<tr>
<th>Overview</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
</table>
| Educational Resources | • http://readingandwritingproject.org/  
  • www.jenniferserravallo.com/blog  
  • http://www.wegivebooks.org/books  
  • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading  
  • http://www.sightwords.com/  
  • www.lindahoyt.com/tips.html  
  • http://www.readwritethink.org/  
  • http://www.lesterlamack.com/blog.htm  
  • www.seymoursimon.com/index.php/blog  
  • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 | • http://readingandwritingproject.org/  
  • http://www.schrockguide.net/ - (technology resource)  
  • http://twowritingteachers.wordpress.com  
  • www.lindahoyt.com/tips.html  
  • http://www.readwritethink.org/  
  • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing | • http://readingandwritingproject.org/  
  • www.lindahoyt.com/tips.html  | • http://readingandwritingproject.org/  
  • www.lindahoyt.com/tips.html  
  • www.seymoursimon.com/index.php/blog |
# First Grade Curriculum Frameworks

## Unit 1

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.1. Ask and answer questions about key details in a text.</td>
<td>• Understand what key details in the text are</td>
<td>• Literacy Program materials</td>
<td>• Literacy Program Assessments</td>
</tr>
<tr>
<td></td>
<td>• Determine what key details are in a text</td>
<td>• Leveled Reading</td>
<td>• Effective Questioning</td>
</tr>
<tr>
<td></td>
<td>• Recall key details of texts</td>
<td>• Literacy Discussion Groups</td>
<td>• Teacher Observation</td>
</tr>
<tr>
<td></td>
<td>• Ask and answer questions about key details</td>
<td>• Think Aloud</td>
<td>• Conferencing</td>
</tr>
<tr>
<td></td>
<td>• Ask and prompt who, what where, when, why and how regarding details of a text</td>
<td>• Read Aloud</td>
<td>• Anecdotal Records</td>
</tr>
<tr>
<td></td>
<td>• Answer when prompted and use key details from the text</td>
<td>• Word Study</td>
<td>• Rubrics/Checklists</td>
</tr>
<tr>
<td></td>
<td>• Ask and answer questions about key details, with support</td>
<td>• Mini-Lessons</td>
<td>• Oral Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class and Small Group Discussion</td>
<td>• Response to Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology Resources</td>
<td>• Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Genre/Author Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response Logs</td>
<td></td>
</tr>
</tbody>
</table>

RL.1.3. Describe characters, settings, and details

| • Identify key story details |  |  |  |
| major event(s) in a story, using key details. | • Provide a description of characters in a story using key details  
• Provide a description of the setting of a story using key details  
• Provide a description of the major events in a story using key details |
| RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | • Read a variety of narrative and informational texts  
• Identify the traits of narrative texts and informational texts  
• Compare and contrast narrative and informational text, focusing on how they are different  
• Explain the differences between narrative and informational texts |
| RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, | • Determine what text features help locate important information  
• Use headings to help understand text  
• Identify and use various text features |
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Indicate the function of a narrator</th>
<th>Identify when the narrator changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.6. Identify who is telling the story at various points in a text.</td>
<td>• Explain the function of a narrator</td>
<td>• Identify when the narrator changes</td>
</tr>
<tr>
<td></td>
<td>• Determine the narrator who is telling a story</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify when the narrator changes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Interpret illustrations to develop a better understanding of the story</th>
<th>Identify an illustration that helps to describe the character, setting, or events</th>
<th>Explain how illustrations describe important story elements</th>
<th>Identify story details that describe story elements</th>
<th>Describe elements of the story using story details</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>• Interpret illustrations to develop a better understanding of the story</td>
<td>• Identify an illustration that helps to describe the character, setting, or events</td>
<td>• Explain how illustrations describe important story elements</td>
<td>• Identify story details that describe story elements</td>
<td>• Describe elements of the story using story details</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **RL.1.10.** With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | - Participate in reading activities, either in a group or independently  
- Articulate the purpose of the reading activities  
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| **RI.1.10.** With prompting and support, read informational texts at grade level complexity or above. | - Participate in reading activities, either in a group or independently  
- Articulate the purpose of the reading activities  
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| **RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed | - Understand how a sentence is organized  
- Identify the first word of a sentence |
under Kindergarten foundation skills.  
RF.1.1.A.  
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation

<table>
<thead>
<tr>
<th>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.2.A. Distinguish long from short vowel sounds in spoken words</td>
</tr>
</tbody>
</table>

- Identify the long and short vowel sounds in words
- Explain the difference between the long and short vowel sounds
- Produce the sound for each letter and blend to make a word
- Discern letter sounds at the beginning, middle, and end of words
- Take apart a word by sounds
<table>
<thead>
<tr>
<th>single-syllable words.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</strong></td>
<td></td>
</tr>
<tr>
<td>RF.1.4.A. Read grade-level text with purpose and understanding.</td>
<td></td>
</tr>
<tr>
<td>• Understand grade-level text when reading</td>
<td></td>
</tr>
<tr>
<td>• Read grade-level text aloud, making minimal errors</td>
<td></td>
</tr>
<tr>
<td>• Reread text to better understand what was read, when necessary</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W.1.2. Write informative/explanatory texts in which they name a topic,</td>
<td>• Discern facts from opinion</td>
</tr>
<tr>
<td>supply some facts about the topic, and provide some sense of closure.</td>
<td>• Introduce a topic that is well known</td>
</tr>
<tr>
<td></td>
<td>• Include some facts about a topic</td>
</tr>
<tr>
<td></td>
<td>• Write a closing statement</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | • Tell events in a sequence  
• Describe events using details  
• Use sequence words to show order of events (e.g., now, when, then)  
• End with a closing sentence | W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | • Explain what was written when questions are asked by adults and peers  
• Reflect on writing and make changes  
• Add descriptive words and details |
- Attempt to recognize and correct spelling, grammar and punctuation errors
<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.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>• Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</td>
<td>• 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-Thinking Aloud • Peer Conferencing • Author’s Chair • Mini-Lessons • Response Logs • Graphic Organizers • Technology Resources</td>
<td>• 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</td>
</tr>
<tr>
<td>SL.1.2. Ask and answer questions about key</td>
<td>• Ask and answer questions about a text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Details in a text read aloud or information presented orally or through other media. | read aloud or information through other media to better student understanding  
- Practice asking questions for clarification of key details  
- Actively listen to presented information to answer questions |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Use strategies for asking questions that are on a topic  
- Use strategies for understanding and answering questions asked of them |  |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  
- Describe familiar people  
- Tell about familiar places  
- Describe memorable events  
- Explain familiar events  
- Report facts and details about experiences feelings and emotions |  |
| SL.1.5. Add drawings or other visual displays to descriptions when |  
- Add visuals to present detailed information to others |  |
| appropriate to clarify ideas, thoughts, and feelings. | • Construct drawings or gather other visual media when describing  
• Present information to others using appropriate visual displays to clearly express ideas |  |
|---|---|---|
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | • Express thoughts and feelings and ideas in complete sentences  
• Speak audibly to naturally express ideas |  |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Form all upper and lowercase letters with appropriate sizing and spacing | • 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 |
<p>| L.1.1.A. Print all upper- and lowercase letters.                        |                                                                                   |                                                                                      |                                                                                      |
| L.1.1.B. Use common, proper, and possessive nouns.                      |                                                                                   |                                                                                      |                                                                                      |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, | • Recognize the names of people, days of the week, and months of the year |                                                                                      |                                                                                      |</p>
<table>
<thead>
<tr>
<th>L.1.2. A. Capitalize dates and names of people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.2. B. Use end punctuation for sentences.</td>
</tr>
</tbody>
</table>

- Capitalize the appropriate words in the date and the names of people
- Identify different types of end punctuation
- Apply appropriate end punctuation to writing

<table>
<thead>
<tr>
<th>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.5. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
</tr>
</tbody>
</table>

- Group words into categories that logically fit together
- Explain why the words belong in a group

| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently |
|---------------------------------------------------------------------------------------------------------------------------------

- Use vocabulary accurately in speaking and writing
- Demonstrate using conjunctions in speaking and writing
occurring conjunctions to signal simple relationships (e.g., because).

- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

### Unit 2

#### Unit Two Reading Standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.1.1. Ask and answer questions about key details in a text. | • Understand what key details are  
• Determine what key details are in a text  
• Recall key details of texts  
• Ask and answer questions about key details  
• Ask and prompt who, what where, when, why and how regarding details of a text  
• Answer when prompted and use key details from the text | • Literacy Program materials  
• Leveled Reading  
• Literacy Discussion Groups  
• Think Aloud  
• Read Aloud  
• Word Study  
• Mini-Lessons  
• Class and Small Group Discussion  
• Technology Resources  
• Genre/Author Study  
• Teacher Modeling  
• Graphic Organizers  
• Student Presentations  
• Response Logs | • Literacy Program Assessments  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading  
• Graphic Organizers |
| RI.1.1. Ask and answer questions about key details in a text. | Understand what key details are  
Determine what key details are in a text  
Recall key details of texts  
Ask and answer questions about key details  
Ask and prompt who, what where, when, why and how regarding details of a text  
Answer when prompted and use key details from the text  
Ask and answer questions about key details, with support |
| --- | --- |
| RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. | Identify key story details  
Provide a description of characters in a story using key details  
Provide a description of the setting of a |
| RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Identify the key people, events, ideas, or information in a text.  
- Explain how two individuals, events, ideas or pieces of information are linked. |
|---|---|
| RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Identify words in text where the meaning is unclear or unknown.  
- Ask and answer questions to help understand what words and phrases mean in the text.  
- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| **RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | - Use strategies when faced with an unknown word
- Determine the difference between information gained by examining pictures and information gained from the words in the text
- Identify the difference between what pictures show and what the words in the text say |
| **RI.1.7.** Use illustrations and details in a text to describe its key details. | - Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details |
| **RL.1.10.** With prompting and support, read and comprehend stories and | - Participate in reading activities, either in a group or independently |
| poetry at grade level complexity or above. | • Articulate the purpose of the reading activities  
• Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
|---|---|
| RI.1.10. With prompting and support, read informational texts at grade level complexity or above | • Participate in reading activities, either in a group or independently  
• Articulate the purpose of the reading activities  
• Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. | • Understand how a sentence is organized  
• Identify the first word of a sentence  
• Identify the capitalization used to begin the sentence  
• Identify the various types of end punctuation |
<table>
<thead>
<tr>
<th>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
</tr>
<tr>
<td>• Identify long and short vowel sounds in single syllable words</td>
</tr>
<tr>
<td>• Produce the sound for each letter and blend to make a word</td>
</tr>
<tr>
<td>• Take apart a word by sounds</td>
</tr>
<tr>
<td>• Discern letter sounds at the beginning, middle, and end of words</td>
</tr>
<tr>
<td>• Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</td>
</tr>
<tr>
<td>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
</tr>
<tr>
<td>RF.1.2.B. Orally produce single-</td>
</tr>
</tbody>
</table>

---

235
<table>
<thead>
<tr>
<th>Syllable words by blending sounds</th>
<th>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</th>
</tr>
</thead>
</table>
| **RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.** | **Identify digraphs in orally produced words**  
**Produce the letters that make the sounds in words with digraphs**  
**Use specific strategies to decode words with digraphs**  
**Produce the letter sounds to make a one-syllable word**  
**Identify irregularly spelled words when reading**  
**Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding** |
| RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. |  |
| RF.1.3.B. Decode regularly spelled one-syllable words. |  |
| RF.1.3.C. Know final -e and common vowel |  |
team conventions for representing long vowel sounds.

| RF.1.4. Read with sufficient accuracy and fluency to support comprehension. |
|-------------------|---|
| RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | • Understand grade-level text when reading  
• Read grade-level text aloud, making minimal errors  
• Use an appropriate rate when reading aloud  
• Use appropriate expression and inflection when reading text aloud  
• Reread text to better understand what was read, when necessary |

237
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | • Discern facts from opinion  
• Introduce a topic that is well known  
• Include some facts about a topic  
• Write a closing statement | • Literacy Program Materials  
• 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  
• Handwriting Center | • 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.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | • Tell events in a sequence  
• Describe events using details  
• Use sequence words to show order of events (e.g., now, when, then)  
• End with a closing sentence |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | • Explain what was written when questions are asked by adults and peers  
• Reflect on writing and make changes  
• Add descriptive words and details  
• Attempt to recognize and correct spelling, grammar and punctuation errors |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. | • Participate in variety of rich structured conversations about grade appropriate topics and texts  
• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts  
• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)  
• Use strategies to respond to the comments of others to build the conversation | • 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.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • Ask and answer questions about a text read aloud or information through other media to better student understanding  
• Practice asking questions for clarification of key details  
• Actively listen to presented information to answer questions |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events  
• Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | • Add visuals in order to present detailed information to others  
• Construct drawings or gather other visual media when describing  
• Present information to others using appropriate visual displays to clearly express ideas |  |

| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | • Express thoughts and feelings and ideas in complete sentences  
• Speak audibly to naturally express ideas |  |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Formation of upper and lowercase letters  
• Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading)  
• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking  
• Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking  
• Identify different tenses of verbs in reading  
• Explain how verbs can express past, present, and future  
• Use verb tense to express past, present, and future in writing | • 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 |
<table>
<thead>
<tr>
<th>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>L.1.2.A. Capitalize dates and names of people.</td>
</tr>
<tr>
<td>L.1.2.B. Use end punctuation for sentences.</td>
</tr>
<tr>
<td>L.1.2.C. Use commas in dates and to</td>
</tr>
<tr>
<td>• Recognize the names of people, days of the week, and months of the year</td>
</tr>
<tr>
<td>• Capitalize the appropriate words in the date and the names of people</td>
</tr>
<tr>
<td>• Identify different types of end punctuation</td>
</tr>
<tr>
<td>• Apply appropriate end punctuation to writing</td>
</tr>
<tr>
<td>• Recognize the comma</td>
</tr>
<tr>
<td>• Explain the purpose and function of a comma</td>
</tr>
<tr>
<td>• Apply rules for using commas in writing to</td>
</tr>
</tbody>
</table>
| separate single words in a series. | L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the | | |
| dates and to single word series | • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation  
• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words  
• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling) | | | |
| | | | | |
| | | | | |
L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

<table>
<thead>
<tr>
<th>concepts the categories represent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
</tr>
<tr>
<td>• Use vocabulary accurately in speaking and writing</td>
</tr>
<tr>
<td>• Demonstrate using conjunctions in speaking and writing</td>
</tr>
<tr>
<td>• Listen, share and read a variety of texts</td>
</tr>
<tr>
<td>• Use new words and phrases when writing, reading and responding to texts</td>
</tr>
</tbody>
</table>
## Unit Three Reading Standards:
### Grade 1

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| RL.1.1. Ask and answer questions about key details in a text. | • Understand what key details are  
• Determine what key details are in a text  
• Recall key details of texts  
• Ask and answer questions about key details  
• Ask and prompt who, what where, when, why and how | • Literacy Program materials  
• Leveled Reading  
• Literacy Discussion Groups  
• Think Aloud  
• Read Aloud  
• Word Study  
• Mini-Lessons  
• Class and Small Group Discussion  
• Technology Resources | • Literacy Program  
• Assessments  
• Effective Questioning  
• Teacher Observation  
• Conferencing  
• Anecdotal Records  
• Rubrics/Checklists  
• Oral Responses  
• Response to Reading |
<table>
<thead>
<tr>
<th><strong>RI.1.1. Ask and answer questions about key details in a text.</strong></th>
<th><strong>RL.1.2. Retell stories, including key details, and demonstrate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand what key details are</td>
<td>• Identify the key details of a story</td>
</tr>
<tr>
<td>• Determine what key details are in a text</td>
<td></td>
</tr>
<tr>
<td>• Recall key details of texts</td>
<td></td>
</tr>
<tr>
<td>• Ask and answer questions about key details</td>
<td></td>
</tr>
<tr>
<td>• Ask and prompt who, what, where, when, why and how regarding details of a text</td>
<td></td>
</tr>
<tr>
<td>• Answer when prompted and use key details from the text</td>
<td></td>
</tr>
<tr>
<td>• Ask and answer questions about key details, with support</td>
<td></td>
</tr>
</tbody>
</table>

- **Genre/Author Study**
- **Teacher Modeling**
- **Graphic Organizers**
- **Student Presentations**
- **Response Logs**

- **Graphic Organizers**
| Understanding of their central message or lesson. | Retell stories in their words capturing the key details  
Explain the story’s central idea or message |
|---|---|
| RI.1.2. Identify the main topic and retell key details of a text. | Identify the key details of a text  
Retell texts in their own words capturing the key details  
Identify the main topic of the text |
| RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Identify the key people, events, ideas, or information in a text  
Explain how two individuals, events, ideas or pieces of information are linked |
| RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Recognize feeling words and phrases in texts  
Recognize sensory words texts  
Describe what feeling or sense the words and phrases are appealing to the senses |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | - Identify words in text where the meaning is unclear or unknown  
- Ask and answer questions to help understand what words and phrases mean in the text  
- Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content  
- Use strategies when faced with an unknown word |
| RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | - Interpret illustrations to develop a better understanding of the story  
- Identify an illustration that helps to describe the character, setting, events  
- Explain how illustrations describe important story elements |
<table>
<thead>
<tr>
<th>RI.1.7. Use illustrations and details in a text to describe its key details.</th>
<th>RI.1.7. Use illustrations and details in a text to describe its key details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe story elements using story details</td>
<td>Interpret illustrations to develop a better understanding of the text</td>
</tr>
<tr>
<td>Identify an illustration that helps describe the key details</td>
<td>Explain how illustrations describe important key details</td>
</tr>
<tr>
<td>Identify similarities and differences in what happened to the characters</td>
<td>Describe a text using the details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</th>
<th>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the characters in stories</td>
<td>Identify similarities and differences in characters’ experiences in stories</td>
</tr>
<tr>
<td>Describe characters’ experiences in the stories</td>
<td>Identify similarities and differences in what happened to the characters</td>
</tr>
<tr>
<td>Identify similarities and differences in what happened to the characters</td>
<td></td>
</tr>
<tr>
<td>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>Determine how characters solve problems</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</td>
<td>Participate in reading activities, either in a group or independently</td>
</tr>
<tr>
<td>RI.1.10. With prompting and support, read</td>
<td>Participate in reading activities, either in a group or independently</td>
</tr>
<tr>
<td>informational texts at grade level complexity or above.</td>
<td>group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
<td>• Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation</td>
</tr>
<tr>
<td>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>- Identify long and short vowel sounds in single syllable words</td>
<td></td>
</tr>
<tr>
<td>- Produce the sound for each letter and blend to make a word</td>
<td></td>
</tr>
<tr>
<td>- Take apart a word by sounds</td>
<td></td>
</tr>
<tr>
<td>- Discern letter sounds at the beginning, middle, and end of words</td>
<td></td>
</tr>
<tr>
<td>- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</td>
<td></td>
</tr>
<tr>
<td>- Determine each phoneme of spoken one-syllable words</td>
<td></td>
</tr>
</tbody>
</table>

RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B. Orally produce single-syllable words by blending sounds

RF.1.2d. Segment spoken single-syllable words into their complete sequence of
| individual sounds (phonemes). RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.A. Know the spelling-sound correspondences for common | | | Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word |
consonant digraphs.

RF.1.2.B. Orally produce single-syllable words by blending sounds

RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)

RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words

| • Identify irregularly spelled words when reading |
| • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding |
| • Identify long and short vowels when reading one-syllable words |
| • Accurately read both long and short vowels in common one-syllable words |
| • Use specific strategies to decode words using syllables |
| • Recognize the vowel sound in every syllable |
into syllables using knowledge that every syllable must have a vowel sound.

<table>
<thead>
<tr>
<th>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.4.A. Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>

- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary
### Unit Three Writing Standards:  
**Grade 1**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion | • Introduce the topic  
• Express an opinion on the topic  
• Include a reason to support the opinion | • Literacy Program Materials  
• Authentic Literature | • Literacy Program Assessments  
• Teacher Observation/Questioning |
<table>
<thead>
<tr>
<th>Task</th>
<th>Resources/Equipment</th>
<th>Rubrics/Checklists</th>
</tr>
</thead>
</table>
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | • Discern facts from opinion  
• Introduce a topic that is well known  
• Include some facts about a topic  
• Write a closing statement | • Rubrics/Checklists  
• Writing Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Anecdotal Records |

- Include a closing statement or section
- 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
- Handwriting Center
- Keyboarding Programs

opinion, supply a reason for the opinion, and provide some sense of closure.
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | • Respond to adults’ and peers’ (conferences and writing partner) questions and suggestions  
• Reflect on writing and make changes  
• Add descriptive words and details  
• Recognize and correct spelling, grammar and punctuation errors |  |
| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | • Use technology to create and publish writing, with support when necessary  
• Use technology to collaborate with peers, with adult support when necessary |  |
| W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | • Understand their role in the shared projects  
• Contribute to the project from beginning to end  
• Use graphic organizers to aid in collaboration |  |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from | • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions  
• Take notes on the key details of provided information |  |
<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.1.1. Participate in collaborative conversations with diverse partners about <em>grade 1 topics and texts</em> with peers</td>
<td>- Participate in variety of rich structured conversations about grade appropriate topics and texts</td>
<td>- Literacy Program Materials&lt;br&gt;- Literacy Discussion Groups</td>
<td>- Literacy Program Assessments&lt;br&gt;- Rubric for Effective Oral Presentations&lt;br&gt;- Student Participation</td>
</tr>
</tbody>
</table>
and adults in small and larger groups.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented

| Follow agreed upon rules for listening to others and taking turns speaking about topics and texts | Teacher Modeling |
| Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) | Whole Class Discussions |
| Use strategies to respond to the comments of others to build the conversation | Small Group Discussions |
| Ask question(s) when confused during a discussion | 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 |

• 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
| orally or through other media. | other media to better student understanding  
• Practice asking questions for clarification of key details  
• Actively listen to presented information to answer questions |  |
|---|---|---|
| **SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |  |
| **SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events  
• Report facts and details about experiences feelings and emotions |  |
| **SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify** | • Add visuals in order to present detailed information to others |  |
| ideas, thoughts, and feelings. | • Construct drawings or gather other visual media when describing ideas.  
• Present information to others using appropriate visual displays to clearly express ideas. |

| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | • Express thoughts and feelings and ideas in complete sentences.  
• Speak audibly to naturally express ideas. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking | • 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 |
| L1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking | | |
| L1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | • Identify different tenses of verbs in reading | | |
| L1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; | • Explain how verbs can express past, present, and future | | |
| | • Use verb tense to express past, present, and future in writing | | |
| | • Identify adjectives and explain their function in reading | | |
| | • Use common adjectives in writing | | |
| | • Identify conjunctions and explain their function in reading | | |
| Tomorrow I will walk home. | • Use common conjunctions in writing  
• Identify determiners and explain their function in reading  
• Use determiners in writing |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.1.F. Use frequently occurring adjectives.</td>
<td></td>
</tr>
<tr>
<td>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</td>
<td></td>
</tr>
<tr>
<td>L.1.1.H. Use determiners (e.g., articles, demonstratives).</td>
<td></td>
</tr>
<tr>
<td>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
</tr>
<tr>
<td>L.1.2.A. Capitalize dates and names of people.</td>
<td></td>
</tr>
</tbody>
</table>
| • Understand that dates and names are capitalized  
• Recognize proper nouns when reading and apply when writing  
• Apply knowledge of ending punctuation to writing  
• Recognize the comma |
<table>
<thead>
<tr>
<th>L.1.2.B. Use end punctuation for sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.2.C. Use commas in dates and to separate single words in a series.</td>
</tr>
<tr>
<td>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</td>
</tr>
<tr>
<td>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</td>
</tr>
</tbody>
</table>

- Explain the purpose and function of a comma
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words

<table>
<thead>
<tr>
<th>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and</th>
</tr>
</thead>
</table>

- Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
**content**, choosing flexibly from an array of strategies.

L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<table>
<thead>
<tr>
<th></th>
<th>- Explain the meaning of common affixes - Demonstrate accurate inflection when reading (reading a question vs. reading a statement) - Use knowledge of common affixes and inflection to understand words - Apply root words and their inflectional forms in reading, writing and speaking - Consistently decode words using the meaning of affixes root word, and inflection as a clue</th>
</tr>
</thead>
</table>

L.1.5. With guidance and support from adults, demonstrate understanding of word

<table>
<thead>
<tr>
<th></th>
<th>- Group words into categories that logically fit together - Explain why the words belong in a group</th>
</tr>
</thead>
</table>

268
relationships and nuances in word meanings.

L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

| • Identify attributes of words put into categories |
| • Use the attribute to extend the definition of categorized words |
| • Use and understand words that are rich in meaning in reading, speaking, and writing |
| • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing |

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,

| • Use vocabulary accurately in speaking and writing |
including using frequently occurring conjunctions to signal simple relationships (e.g., because).

<table>
<thead>
<tr>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate using conjunctions in speaking and writing</td>
<td>• Literacy Program materials</td>
<td>• Literacy Program Assessments</td>
</tr>
<tr>
<td>• Listen, share and read a variety of texts</td>
<td>• Leveled Reading</td>
<td>• Effective Questioning</td>
</tr>
<tr>
<td>• Use new words and phrases when writing, reading and responding to texts</td>
<td>• Literacy Discussion Groups</td>
<td>• Teacher</td>
</tr>
</tbody>
</table>

**Unit 4**

**Unit Four Reading Standards:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.1. Ask and answer questions about key details in a text.</td>
<td>• Understand what key details are</td>
<td>• Literacy Program materials</td>
<td>• Literacy Program Assessments</td>
</tr>
<tr>
<td></td>
<td>• Determine what key details are in a text</td>
<td>• Leveled Reading</td>
<td>• Effective Questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Literacy Discussion Groups</td>
<td>• Teacher</td>
</tr>
<tr>
<td>RI.1.1. Ask and answer questions about key details in a text.</td>
<td>RI.1.1. Ask and answer questions about key details in a text.</td>
<td>RI.1.1. Ask and answer questions about key details in a text.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Understand what key details are</td>
<td>• Think Aloud</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>• Determine what key details are in a text</td>
<td>• Read Aloud</td>
<td>• Conferencing</td>
<td></td>
</tr>
<tr>
<td>• Recall key details of texts</td>
<td>• Word Study</td>
<td>• Anecdotal Records</td>
<td></td>
</tr>
<tr>
<td>• Ask and answer questions about key details</td>
<td>• Mini-Lessons</td>
<td>• Rubrics/Checklists</td>
<td></td>
</tr>
<tr>
<td>• Ask and prompt who, what where, when, why and how</td>
<td>• Class and Small Group Discussion</td>
<td>• Oral Responses</td>
<td></td>
</tr>
<tr>
<td>regarding details of a text</td>
<td>• Technology Resources</td>
<td>• Response to Reading</td>
<td></td>
</tr>
<tr>
<td>• Answer when prompted and use key details from the text</td>
<td>• Genre/Author Study</td>
<td>• Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td>• Ask and answer questions about key details, with support</td>
<td>• Teacher Modeling</td>
<td>• Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Graphic Organizers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Response Logs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | • Identify the key details of a story  
• Retell stories in their own words capturing the key details  
• Explain the story’s central idea or message |  |
|---|---|---|
| RI.1.2. Identify the main topic and retell key details of a text. | • Identify the key details of a text  
• Retell texts in their own words capturing the key details  
• Identify the main topic of the text |  |
| RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | • Identify the key people, events, ideas, or information in a text  
• Explain how two individuals, events, ideas or pieces of information are linked |  |
| RL.1.4. Identify words and phrases in stories or texts | • Recognize feeling words and phrases in texts |  |
| poems that suggest feelings or appeal to the senses. | • Recognize sensory words texts  
• Describe what feeling or sense the words and phrases are appealing to |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------|
| RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | • Recognize feeling words and phrases in texts  
• Recognize sensory words texts  
• Describe what feeling or sense the words and phrases are appealing to |
| RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | • Interpret illustrations to develop a better understanding of the story  
• Identify an illustration that helps to describe the character, setting, events  
• Explain how illustrations describe important story elements  
• Describe story elements using story details |
| RI.1.7. Use illustrations and details in a text to describe its key details. | • Interpret illustrations to develop a better understanding of the text  
• Identify an illustration that helps describe the key details  
• Explain how illustrations describe important key details  
• Describe a text using the details |
|---|---|
| RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. | • Identify the key points an author is making in a text  
• Recognize the author’s reasoning by finding support within the text  
• Explain how this information is useful, with scaffolding, as needed |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | • Identify the characters in stories  
• Describe characters’ experiences in the stories  
• Identify similarities and differences in |
| RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | • Describe texts that are read, using various points (e.g., pictures, descriptions, etc)  
• Identify the similarities and differences of two texts on the same topic  
• Use various points of comparison (e.g., pictures, descriptions, etc) |  

| RI.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | • Participate in reading activities, either in a group or independently  
• Articulate the purpose of the reading activities  
• Model and develop engaging reading |  

characters’ experiences in stories  
• Identify similarities and differences in what happened to the characters  
• Determine how characters solve problems
<table>
<thead>
<tr>
<th>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate in reading activities, either in a group or independently</td>
<td></td>
</tr>
<tr>
<td>• Articulate the purpose of the reading activities</td>
<td></td>
</tr>
<tr>
<td>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word,</td>
<td></td>
</tr>
<tr>
<td>• Understand how a sentence is organized</td>
<td></td>
</tr>
<tr>
<td>• Identify the first word of a sentence</td>
<td></td>
</tr>
<tr>
<td>• Identify the capitalization used to begin the sentence</td>
<td></td>
</tr>
<tr>
<td>• Identify the various types of end punctuation</td>
<td></td>
</tr>
</tbody>
</table>
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**RF.1.2.A.**
Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2.B.** Orally produce single-syllable words by blending sounds.

**RF.1.2d.** Segment spoken single-syllable words into:
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Determine each phoneme of spoken one-syllable words
<table>
<thead>
<tr>
<th>Task</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final</td>
<td>RF.1.2.D. Segment spoken single-syllable words into their complete</td>
</tr>
<tr>
<td>sounds (phonemes) in spoken single-syllable words.</td>
<td>sequence of individual sounds (phonemes).</td>
</tr>
<tr>
<td>RF.1.2.D. Segment spoken single-syllable words into their complete</td>
<td></td>
</tr>
<tr>
<td>sequence of individual sounds (phonemes).</td>
<td></td>
</tr>
<tr>
<td>RF.1.3. Know and apply grade-level phonics and word analysis skills</td>
<td>RF.1.3.A. Know the spelling-sound correspondences for common</td>
</tr>
<tr>
<td>in decoding words.</td>
<td>• Identify digraphs in orally produced words</td>
</tr>
<tr>
<td>RF.1.3.A. Know the spelling-sound correspondences for common</td>
<td>• Produce the letters that make the sounds in words with digraphs</td>
</tr>
<tr>
<td>• Use specific strategies to decode words with digraphs</td>
<td></td>
</tr>
<tr>
<td>consonant digraphs.</td>
<td>• Produce the letter sounds to make a one-syllable word</td>
</tr>
<tr>
<td>RF.1.2.B. Orally produce single-syllable words by blending sounds</td>
<td>• Identify irregularly spelled words when reading</td>
</tr>
<tr>
<td>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</td>
<td>• Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</td>
</tr>
<tr>
<td>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</td>
<td>• Identify long and short vowels when reading one-syllable words</td>
</tr>
<tr>
<td>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words</td>
<td>• Accurately read both long and short vowels in common one-syllable words</td>
</tr>
<tr>
<td></td>
<td>• Use specific strategies to decode words using syllables</td>
</tr>
<tr>
<td></td>
<td>• Recognize the vowel sound in every syllable</td>
</tr>
</tbody>
</table>
into syllables using knowledge that every syllable must have a vowel sound.

<table>
<thead>
<tr>
<th>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.4.A. Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
<tr>
<td>• Understand grade-level text when reading</td>
</tr>
<tr>
<td>• Read grade-level text aloud, making minimal errors</td>
</tr>
<tr>
<td>• Use an appropriate rate when reading aloud</td>
</tr>
<tr>
<td>• Use appropriate expression and inflection when reading text aloud</td>
</tr>
<tr>
<td>• Use appropriate self-correction strategies to read words and for understanding</td>
</tr>
<tr>
<td>• Reread text to better understand what was read, when necessary</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for | • Introduce the topic  
• Express an opinion on the topic  
• Include a reason to support the opinion  
• Include a closing statement or section | • Literacy Program Materials  
• Authentic Literature Used as Models | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records |
the opinion, and provide some sense of closure.

| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, | • Tell events in a sequence  
• Describe events using details  
• Use sequence words to show order of events (e.g., now, when, then)  
• End with a closing sentence |
| --- | --- |
| • 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  
• Handwriting Center  
• Keyboarding Programs  
• Writing Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios  
• Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics/Checklists  
• Self-Assessments  
• Graphic Organizers  
• Teacher/Student Conferences |
and provide some sense of closure.

<table>
<thead>
<tr>
<th>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to adults’ and peers’ (conferences and writing partner) questions and suggestions</td>
</tr>
<tr>
<td>• Reflect on writing and make changes</td>
</tr>
<tr>
<td>• Add descriptive words and details</td>
</tr>
<tr>
<td>• Recognize and correct spelling, grammar and punctuation errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use technology to create and publish writing, with support when necessary</td>
</tr>
<tr>
<td>• Use technology to collaborate with peers, with adult support when necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.1.7. Participate in shared research and writing projects (e.g., explore a number of &quot;how-to&quot; books on a given topic and use them to write a sequence of instructions).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand their role in the shared projects</td>
</tr>
<tr>
<td>• Contribute to the project from beginning to end</td>
</tr>
<tr>
<td>• Use graphic organizers to aid in collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.1.8. With guidance and support from adults, recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a variety of information (e.g., text, pictures, digital</td>
</tr>
</tbody>
</table>
| information from experiences or gather information from provided sources to answer a question. | sources, prior information) to answer questions  
• Take notes on the key details of provided information  
• Read provided information to answer research questions and take notes  
• Recall from their own background knowledge to answer research questions |
<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.1.1. Participate in collaborative conversations with diverse partners about <em>grade 1 topics and texts</em> with peers and adults in small and larger groups.</td>
<td>• Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Ask question(s) when confused about a discussion</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.1.1.C. Ask questions to clear up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
any confusion about the topics and texts under discussion.

| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • Ask and answer questions about a text read aloud or information through other media to better understand student understanding  
• Practice asking questions for clarification of key details  
• Actively listen to presented information to answer questions |
|---|---|
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | • Use strategies for asking questions that are on a topic  
• Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | • Describe familiar people  
• Tell about familiar places  
• Describe memorable events  
• Explain familiar events |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | • Report facts and details about experiences feelings and emotions | • Add visuals in order to present detailed information to others  
• Construct drawings or gather other visual media when describing  
• Present information to others using appropriate visual displays to clearly express ideas |
| --- |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | • Express thoughts and feelings and ideas in complete sentences  
• Speak audibly to naturally express ideas |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking  
• Identify different tenses of verbs in reading  
• Explain how verbs can express past, present, and future  
• Use verb tense to express past, present, and future in writing  
• Identify adjectives and explain their function in reading  
• Use common adjectives in writing  
• Identify conjunctions and explain their function in reading  
• Use common conjunctions in writing  
• Identify determiners and explain their function in reading | • 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  
• Checklists  
• Self-Assessments  
• Graphic Organizers | • 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 |
| (e.g., and, but, or, so, because). | - Use determiners in writing  
- Identify and explain the purpose of prepositions in reading  
- Use prepositional words in writing  
- Demonstrate sentence variety in speaking and writing |
| L.1.1.H. Use determiners (e.g., articles, demonstratives). |  |
| L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward). |  |
| L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |  |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | - Understand that dates and names are capitalized  
- Recognize proper nouns when reading and apply when writing |
<table>
<thead>
<tr>
<th>L.1.2.A. Capitalize dates and names of people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.2.B. Use end punctuation for sentences.</td>
</tr>
<tr>
<td>L.1.2.C. Use commas in dates and to separate single words in a series.</td>
</tr>
<tr>
<td>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</td>
</tr>
<tr>
<td>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</td>
</tr>
</tbody>
</table>

- Apply knowledge of ending punctuation to writing
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 1 reading and content**, choosing flexibly from an array of strategies.

L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<table>
<thead>
<tr>
<th></th>
<th>Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain the meaning of common affixes</td>
</tr>
<tr>
<td></td>
<td>Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</td>
</tr>
<tr>
<td></td>
<td>Use knowledge of common affixes and inflection to understand words</td>
</tr>
<tr>
<td></td>
<td>Apply root words and their inflectional forms in reading, writing and speaking</td>
</tr>
<tr>
<td></td>
<td>Consistently decode words using the meaning of affixes root word, and inflection as a clue</td>
</tr>
</tbody>
</table>

L.1.5. With guidance and support from adults,

|                | Use and understand words that are rich in                                                                         |

• Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
• Explain the meaning of common affixes
• Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
• Use knowledge of common affixes and inflection to understand words
• Apply root words and their inflectional forms in reading, writing and speaking
• Consistently decode words using the meaning of affixes root word, and inflection as a clue
demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

<table>
<thead>
<tr>
<th>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use vocabulary accurately in speaking and writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>meaning in reading, speaking, and writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</td>
</tr>
<tr>
<td>• Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>----------</td>
</tr>
<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>
</tr>
</tbody>
</table>
| 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 understanding of character, setting, and plot | 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. |  |
<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 questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>• 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</td>
<td>Pearson Reading Street • Exploring Space • A Walk in the Desert Digital Read Works site <a href="http://digital.readworks.org/">http://digital.readworks.org/</a> Truflix site</td>
<td>• Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses</td>
</tr>
</tbody>
</table>
| 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. | - Utilize textual evidence to support thinking when asking and answering general questions | [http://auth.grolier.com/login/tfx/login.php?bffs=N](http://auth.grolier.com/login/tfx/login.php?bffs=N) | - Response to Reading 
- Graphic Organizers |
| --- | --- | --- | --- |
| - 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 | - Utilize information from illustrations, | Pearson Reading Street Leveled Readers |
| --- | --- | --- | --- |
images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

<table>
<thead>
<tr>
<th>diagrams or images from informational text.</th>
<th>Explaining how illustrations, diagrams or images clarify the text</th>
<th>Exploring the Galaxy (A)</th>
<th>Space Walk (OL)</th>
</tr>
</thead>
</table>

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
Digital Read Works site
http://digital.readworks.org/
Truflix site
Scholastic News
Newsela site- articles
https://newsela.com/
Picture Books
Reading A-Z
https://www.readinga-z.com/ | Fresh Reads
Running Records
Socratic Circle |
<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.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels.</td>
<td>• Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly-spelled words in texts</td>
<td>• Wilson Fundations</td>
<td>Wilson Fundations Unit activities/evaluations</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>RF.2.4.A. Read grade-level text with purpose and understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td>RF.2.4.C. Use context to confirm or understand grade-level text when reading</td>
</tr>
<tr>
<td>Understand grade-level text when reading</td>
</tr>
<tr>
<td>Read grade-level text aloud, making minimal errors</td>
</tr>
<tr>
<td>Use an appropriate rate when reading aloud</td>
</tr>
<tr>
<td>Use appropriate expression and inflection when reading text aloud</td>
</tr>
<tr>
<td>Use appropriate self-correction strategies to read words and for understanding</td>
</tr>
<tr>
<td>Reread text to better understand what was read, when necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fresh Reads Fundations Probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading</td>
</tr>
<tr>
<td>Fundations Probes</td>
</tr>
<tr>
<td>Sounds</td>
</tr>
<tr>
<td>Real words</td>
</tr>
<tr>
<td>Nonsense words</td>
</tr>
<tr>
<td>Phrases</td>
</tr>
<tr>
<td>stories</td>
</tr>
</tbody>
</table>
self-correct word recognition and understanding, rereading as necessary.

<table>
<thead>
<tr>
<th>Unit One Writing Standards: Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
</tbody>
</table>
| 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 | • 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 | • Writer’s Workshop  
• Unit 1  
• Zaner Bloser Six Traits  
• Unit 1  
• 4 Square Writing  
• Authentic Literature Used as Models  
• Process Writing  
• Graphic Organizers | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Writing Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios |
provide a sense of closure.

- Incorporate simple and compound sentence structures
- Use linking words (e.g., because, and, also)
- End with a closing statement

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.

- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize conferences, checklist sheets, and peer editing
- Reflect on writing

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Publish writing both independently and with peers using digital tools
- Use keyboarding techniques

<table>
<thead>
<tr>
<th>Writer's Workshop</th>
<th>Writer's Workshop</th>
<th>Daily Application of Mini-Lesson and Strategy Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Modeling</td>
<td>Unit 1</td>
<td>Rubrics/Checklists</td>
</tr>
<tr>
<td>Writing/Picture Prompts</td>
<td>4 Square Writing</td>
<td>Self-Assessments</td>
</tr>
<tr>
<td>Author’s Chair</td>
<td>Zaner Bloser Six Traits</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Teacher/Student Conferences</td>
<td>Unit 1</td>
<td>Technology Resources</td>
</tr>
<tr>
<td>Peer Conferences</td>
<td>4 Square Writing</td>
<td>Mini-Lessons</td>
</tr>
<tr>
<td>Technology Resources</td>
<td>Zaner Bloser Six Traits</td>
<td>Writing Exemplars</td>
</tr>
<tr>
<td>Mini-Lessons</td>
<td>Unit 1</td>
<td>Teacher/Student Conferences</td>
</tr>
<tr>
<td>Writing Exemplars</td>
<td>4 Square Writing</td>
<td>Peer Conferences</td>
</tr>
<tr>
<td>Daily Application of Mini-Lesson and Strategy Instruction</td>
<td>Rubrics/Checklists</td>
<td>Self-Assessments</td>
</tr>
<tr>
<td>Zaner Bloser Six Traits</td>
<td>4 Square Writing</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Technology Resources</td>
<td>Mini-Lessons</td>
<td>Writing Exemplars</td>
</tr>
<tr>
<td>Mini-Lessons</td>
<td>4 Square Writing</td>
<td>Teacher/Student Conferences</td>
</tr>
<tr>
<td>Writing Exemplars</td>
<td>4 Square Writing</td>
<td>Peer Conferences</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>

*Unit One Reading Speaking and Listening Standards: Second Grade*
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.2.1.A.</strong> 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).</td>
</tr>
<tr>
<td><strong>SL.2.1.B.</strong> Build on others' talk in conversations by linking their explicit comments to the remarks of others.</td>
</tr>
<tr>
<td><strong>SL.2.1.C.</strong> Ask for clarification and further explanation as needed</td>
</tr>
<tr>
<td>- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations</td>
</tr>
<tr>
<td>- Assume various roles in conversations (e.g., participant, leader, and observer)</td>
</tr>
<tr>
<td>- Use norms of conversations (e.g., eye contact, taking turns, etc)</td>
</tr>
<tr>
<td>- Connect comments to build on remarks of others</td>
</tr>
<tr>
<td>- Ask questions and further explanations about topics and/or texts</td>
</tr>
<tr>
<td>- Socratic Circle</td>
</tr>
<tr>
<td>- Turn and Talk</td>
</tr>
<tr>
<td>- Literature Circles</td>
</tr>
<tr>
<td>- Writer’s Workshop</td>
</tr>
<tr>
<td>- Read into the Circle</td>
</tr>
<tr>
<td>- Literacy Program Materials</td>
</tr>
<tr>
<td>- Literacy Discussion Groups</td>
</tr>
<tr>
<td>- Teacher Modeling</td>
</tr>
<tr>
<td>- Whole Class Discussions</td>
</tr>
<tr>
<td>- Small Group Discussions</td>
</tr>
<tr>
<td>- Morning Routine</td>
</tr>
<tr>
<td>- Think-Pair-Share</td>
</tr>
<tr>
<td>- Oral Presentations</td>
</tr>
<tr>
<td>- Role Play</td>
</tr>
<tr>
<td>- Read Aloud-Think Aloud</td>
</tr>
<tr>
<td>- Peer Conferencing</td>
</tr>
<tr>
<td>- Author’s Chair</td>
</tr>
<tr>
<td>- Mini-Lessons</td>
</tr>
<tr>
<td>- Response Logs</td>
</tr>
<tr>
<td>- Graphic Organizers</td>
</tr>
<tr>
<td>- Technology Resources</td>
</tr>
<tr>
<td>- Literacy Program Assessments</td>
</tr>
<tr>
<td>- Rubric for Effective Oral Presentations</td>
</tr>
<tr>
<td>- Student Participation</td>
</tr>
<tr>
<td>- Personal Experience Sharing</td>
</tr>
<tr>
<td>- Student Think Alouds</td>
</tr>
<tr>
<td>- Anecdotal Records</td>
</tr>
<tr>
<td>- Listener’s/Speaker’s Checklists</td>
</tr>
<tr>
<td>- Self-Monitoring</td>
</tr>
<tr>
<td>- Teacher Observation/Checklists</td>
</tr>
<tr>
<td>- Teacher-Student Conferencing</td>
</tr>
<tr>
<td>- Oral/Written Responses</td>
</tr>
<tr>
<td>- Effective Questioning and Responses</td>
</tr>
</tbody>
</table>
| 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 | • Articulate ideas (both verbally and in writing) | • As listed above |
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.)

<table>
<thead>
<tr>
<th>using complete sentences and ideas</th>
<th>Provide details or clarifications when speaking as requested</th>
</tr>
</thead>
</table>
## Unit One 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. | • 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 | • 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. | • 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) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.2.A. Capitalize holidays, product names, and geographic names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between | Writing Workshop lessons  
• Read alouds  
• Compare/contrast Pearson Reading Street  
• A Walk in the Desert |

**Table: Possible Homework Assignments**

- **Handwriting Practice**
<table>
<thead>
<tr>
<th>L.2.3.A. Compare formal and informal uses of English</th>
<th>formal and informal English</th>
<th>• Trueflix book-Deserts</th>
</tr>
</thead>
<tbody>
<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>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>• Literature 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</td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td></td>
<td></td>
</tr>
<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>
<td></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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Identify the connections of words to real-life experiences

- Show understanding of newly acquired vocabulary (gathered from discussions as well as text)
- Make purposeful language choices to communicate in an effective way

- Vocabulary - Pearson reading Street
- Lucy Caukins Writer's Workshop Unit 1 vocabulary and author’s craft examples

- Pearson Reading Street Unit 4 Grammar
other kids are happy that makes me happy).

- Utilize adjectives and adverbs to describe where necessary
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</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) | • 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 | • Analyze how words and phrases provide meaning to a poem, story, or song  
• Identify the parts of the poem that rhyme | Pearson Reading Street  
• The Strongest One  
• Readworks poetry | |
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm and meaning in a story, poem, or song.</td>
<td>• Identify the parts of the poem that show the beat</td>
<td><a href="http://www2.smarttutor.com">http://www2.smarttutor.com</a></td>
</tr>
<tr>
<td></td>
<td>• Determine which part shows alliteration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Define words and phrases specific to grade 2</td>
<td></td>
</tr>
<tr>
<td>RL.2.5. Describe the overall structure of a story, including</td>
<td>RL.2.5:</td>
<td>Pearson reading Street - Tara and Tiree</td>
</tr>
<tr>
<td>describing how the beginning introduces the story and the ending</td>
<td>• Examine the story’s structure, identifying the introduction as the</td>
<td></td>
</tr>
<tr>
<td>concludes the action identifying how each successive part builds on</td>
<td>beginning and the conclusion where action ends</td>
<td></td>
</tr>
<tr>
<td>earlier sections.</td>
<td>• Describe the parts of a story (beginning and end)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe how the parts of the story build from beginning to end</td>
<td></td>
</tr>
<tr>
<td>RL.2.7. Use information gained from the illustrations and words in</td>
<td>RL.2.7:</td>
<td>Pearson reading Street - Rosa &amp; Blanca</td>
</tr>
<tr>
<td>a print or digital text to demonstrate understanding of its</td>
<td>• Utilize information from illustrations, pictures and words from print or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>digital text</td>
<td></td>
</tr>
<tr>
<td>characters, setting, or plot.</td>
<td>• Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 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 | • Readworks site—provides a variety of leveled text.  
• Scholastic Guided Reading  
• Pearson Leveled readers  
• Scholastic site—Book Wizard will help you find books at lexile/ GR level.  
• Truflix [http://tfx.grolier.com/title](http://tfx.grolier.com/title) |
## Unit Two Reading Informational Text 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>
| 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  
• Truflix - Animal Kingdom series  
http://tfx.grolier.com/  
• Epic!  
https://www.getepic.com/  
(district membership required)-excellent book resource.  
• 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 | • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text  
• Identify text details, events, or ideas that | Pearson Reading Street-  
• Space Article  
• Desert Article  
• A Weed is a Flower | |
| technical procedures in a text. | are chronological or sequential  
• Retell chronological or sequential text details in the appropriate order  
• Compare and contrast ideas from the text |  |

| 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, glossaries, indexes, electronic menus, icons) to locate key | • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information  
• Identify which text features helps clarify | • Pearl Wagner paired selection TE 340-341  
• Dear Juno paired selection TE 368-369  
• Reading A-Z (higher leveled text) |  |
| 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 | • Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the | • Lifecycle • Frogs • A Weed is a Flower • Josh Gibson • Novel choice |
proficiently, with scaffolding as needed.

grades 2-3 complexity band

- Reading A-Z (higher leveled text)

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</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 | |
realignment, formerly RF.2.3.C)

RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)

| 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 | • All Reading Street  
  • Running Records |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.2.4.A. Read grade-level text with purpose and understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| 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) | • Zaner Bloser- 6 Traits  
• Writer’s Workshop  
Pearson Reading Street-  
• Tara and Tiree  
• Turtle’s Race (Pearson RS)  
• One Dark Night (Pearson RS) |
| 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. | • End with a closing statement | • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar | • Utilize conferences, checklist sheets, and peer editing | • Writer’s Workshop |
| 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 | Reflect on writing | |
| W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a | • Understand their role as part of a team and the work they are required to accomplish | |
| | | | | |
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes
<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.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</td>
<td>• 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</td>
<td>• Socratic Circle  • Literature Circles  • Journal Sharing</td>
<td></td>
</tr>
</tbody>
</table>
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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Ask questions and further explanations about topics and/or texts** | **Demonstrate storytelling techniques** | **Socratic Circle**  
**Literature Circles**  
**Journal Sharing** |

- **Ask questions and further explanations about topics and/or texts**
- **Demonstrate storytelling techniques**
- **Report relevant facts and details about experience**
| 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. | • Provide clear thoughts and emotion | • 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 | • Utilize digital media to enhance ideas for meaning | • Socratic Circle  
• Literature Circles  
• Journal Sharing | --- |
<table>
<thead>
<tr>
<th>stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</th>
<th>• Create visuals that emphasize chosen facts or details</th>
<th></th>
</tr>
</thead>
</table>
| 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 |
<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. L.2.1.A. Use collective nouns (e.g., group). | • 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 | • Pearson Reading Street Unit 2- Nouns  
• Pearson Reading Street Unit 4- Adjectives and Adverbs | • Literacy Program Assessments  
• Teacher Observation/Questioning  
• Anecdotal Records  
• Cloze Activities  
• Writing/Picture Prompts  
• Writing Samples  
• Journals  
• Writing Portfolios |
| L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. | 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 | Authentic Literature/model  
• Pearson unit 6, Story 4, “Cowboys” grammar | Daily Application of Mini-Lesson and Strategy Instruction  
• Rubrics  
• Checklists  
• Self-Assessments  
• Graphic Organizers |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrate command of the conventions of standard English capitalization when writing  
• Define and identify apostrophes in writing | Pearson Reading Street  
• Iris & Walter-sentences  
• Ronald Morgan-Proper Nouns  
• A Turkey for Thanksgiving –Unit 2, w5 Possessive Nouns  
• Signmaker- Unit 5,w5-Contractions | |
<table>
<thead>
<tr>
<th>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulate the purpose and use of apostrophes</td>
</tr>
<tr>
<td>• Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing</td>
</tr>
<tr>
<td>• Identify common spelling patterns</td>
</tr>
<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.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fundations- Phonics instruction</td>
</tr>
<tr>
<td>• Wordsmyth App.</td>
</tr>
<tr>
<td>• Dictionary.com</td>
</tr>
<tr>
<td>• Lucy Caukins-Writer’s Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between</td>
</tr>
<tr>
<td>• Lucy Caukins Writer’s Workshop</td>
</tr>
<tr>
<td>• Read Alouds</td>
</tr>
<tr>
<td>• Compare/contrast</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>• Articulate the purpose and use of apostrophes</td>
</tr>
<tr>
<td>• Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing</td>
</tr>
<tr>
<td>• Identify common spelling patterns</td>
</tr>
<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>

<p>| | |
| | |</p>
<table>
<thead>
<tr>
<th>L.2.3.A. Compare formal and informal uses of English</th>
<th>formal and informal English</th>
<th></th>
</tr>
</thead>
</table>
| 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. | • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words  
• Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words  
• Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words  
• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words | Pearson Reading Street-  
• Unit 2  
Spelling/ Fundations  
Pearson Reading Street  
• Anansi Goes Fishing  
Apps:  
• Dictionary.com  
• Wordsmyth |
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.

L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives

Pearson Reading Street
• Unit 3 and Unit 4
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)
- 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

### Unit Three Reading Literature Standards: Second 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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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/P lays  
• 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 | 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. | • 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  
• 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 & The Best Camping trip Ever) |
| RL.2.9. Compare and contrast two or more | • Recognize that characters have different points of view  
• Determine how the characters think/feel about the events  
• Identify any characters that have similar thinking  
• Consider the character’s voice when reading out loud  
• Describe why a character has a different point of view in a story | Pearson Reading Street  
• Brementown Musicians |
| versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | versions of the same story  
• Identify similarities and differences in characters in different versions of the same story | 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>
</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) | Scholastic News     |                       |
| 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  
• Firefighter  
Read Works Articles  
www.digitalreadworks.org |                       |
| RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in | • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text  
• Identify text details, events, or ideas that | Pearson Reading Street  
• Frogs  
Leveled Readers- Pearson:  
• Thomas Adams Invents Chewing Gum (OL) U3W5 |                       |
| Technical procedures in a text. | are chronological or sequential  
- Retell chronological or sequential text details in the appropriate order  
- Compare and contrast ideas from the text |  |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 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 | - Readworks poetry  
[www.digitalreadworks.org](http://www.digitalreadworks.org)  
- Super teacher site |
| 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 | Pearson Reading Street Leveled readers:  
- Animal Helpers (A)U3W3 |
<table>
<thead>
<tr>
<th>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</th>
<th>the main points in a text</th>
<th>RL.2.9:</th>
</tr>
</thead>
</table>
| RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed. | | • 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) |
| | | • Demonstrate good reading habits
• Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band |
<p>| | | • Pearson Reading Street Leveled readers- Guided reading |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</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-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 | Fundations Level 2 Program to support phonics instruction.  
Pearson Reading Street  
• Spelling Component | Fundations Probes  
• Sounds  
• Real words  
• Nonsense words  
• Phrases  
• Sentences  
• Unit Assessments  
Weekly Spelling Assessments |
| RF.2.3.A Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) | | | |
| RF.2.3.C Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D) | | | |
| RF.2.3.E Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.E) | | | |
| 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. | Fundations Level 2 Program to support phonics instruction.  
  Pearson Reading Street  
  - Guided Reading using leveled texts  
  - Fresh reads  
  - Novel Study | Fundations Probes  
  - Sounds  
  - Real words  
  - Nonsense words  
  - Phrases  
  - Sentences  
  - Unit Assessments  
  - Fluency Assessments-variuous resources using a fluency rubric and maintaining fluency growth charts. |

| **Unit Three Reading Writing 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>
| 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 | • Gather facts, choose best facts to use, and present facts in a clear sequence  
• Include an introductory statement | • Zaner Blosor 6 Traits Writing- Unit 2: Informative and Explanatory Writing HOW TO | |
| points, and provide a conclusion. | • 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 | • 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 and publish writing, including in collaboration with peers. | • Publish writing both independently and with peers using digital tools  
• Use keyboarding techniques | • Zaner-Bloser 6 Traits Writing - Unit 2: Informative and Explanatory Writing HOW TO |
<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>Understand their role as part of a team and the work they are required to accomplish</th>
<th>• Zaner Bloser 6 Traits Writing- Unit 2: Research Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.2.8. 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 • Take notes</td>
<td>---</td>
</tr>
</tbody>
</table>

**Unit Three Speaking & Listening Standards:**
<table>
<thead>
<tr>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
</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 | | |
<p>| SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | | |
| SL.2.1.B. Build on others' talk in conversations by linking their | | | |</p>
<table>
<thead>
<tr>
<th>SL.2.1.C.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask for clarification and further explanation as needed about the topics and texts under discussion.</strong></td>
<td><strong>Ask questions about what a speaker is saying to clarify, gather or deepen understanding.</strong> Answer questions in order to clarify or gain further information.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Utilize digital media to enhance ideas for meaning.</strong> <strong>Create visuals that emphasize chosen facts or details.</strong></td>
</tr>
</tbody>
</table>
| 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 |  |  |
<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.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• Identify irregular plural nouns used when reading, writing or speaking&lt;br&gt;• Classify plural nouns as regular or irregular&lt;br&gt;• Form and use common irregular plural nouns when writing or speaking&lt;br&gt;• Identify reflexive pronouns when reading, writing or speaking&lt;br&gt;• Classify pronouns as reflexive&lt;br&gt;• Accurately use reflexive pronouns when writing or speaking&lt;br&gt;• Identify irregular verbs in the past tense used when</td>
<td>Pearson Reading Street Unit 2 Weeks 1-4 NOUNS&lt;br&gt;Unit 5- PRONOUNS&lt;br&gt;Zaner Bloser 6 traits&lt;br&gt;Lessons/Grammar Games</td>
<td>• Literacy Program Assessments&lt;br&gt;• Teacher Observation/Questioning&lt;br&gt;• Anecdotal Records&lt;br&gt;• Cloze Activities&lt;br&gt;• Writing/Picture Prompts&lt;br&gt;• Writing Samples&lt;br&gt;• Journals&lt;br&gt;• Writing Portfolios&lt;br&gt;• Daily Application of Mini-Lesson and Strategy Instruction&lt;br&gt;• Rubrics&lt;br&gt;• Checklists&lt;br&gt;• Self-Assessments&lt;br&gt;• Graphic Organizers</td>
</tr>
<tr>
<td>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1.E</td>
<td>Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1.F</td>
<td>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).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>writing or speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Classify verbs in the past tense as regular or irregular</td>
</tr>
<tr>
<td>- Form and use common irregular verbs in the past tense when writing or speaking</td>
</tr>
<tr>
<td>- Define and identify adjectives and adverbs when reading, writing or speaking</td>
</tr>
<tr>
<td>- Classify adjectives and adverbs in sentences</td>
</tr>
<tr>
<td>- Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking</td>
</tr>
<tr>
<td>- Define and identify simple and compound sentences when reading</td>
</tr>
<tr>
<td>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>---</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 |  
• Personal Narrative  
• Friendly Letter |
| L.2.2.B. Use commas in greetings and closings of letters.  
L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.  
L.2.2.D. Generalize learned spelling | Pearson Reading Street Unit 6  
• Commas  
• Contractions (spelling)  
Pearson Reading Street Unit 5  
• Contractions (grammar)  
Pearson Reading Street  
• Unit 2- Possessive Nouns |
<table>
<thead>
<tr>
<th>L.2.2.E.</th>
<th>Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>using apostrophes for contractions and possession when writing</td>
<td></td>
</tr>
<tr>
<td>Identify common spelling patterns</td>
<td></td>
</tr>
<tr>
<td>Utilize common spelling patterns when writing</td>
<td></td>
</tr>
<tr>
<td>Utilize reference materials and resources to correct one’s own spelling</td>
<td></td>
</tr>
<tr>
<td>Reading Street/ Fundations</td>
<td></td>
</tr>
<tr>
<td>On- Line resources:</td>
<td></td>
</tr>
<tr>
<td>Spelling City.com</td>
<td></td>
</tr>
<tr>
<td>Dictionary.com</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.3.</th>
<th>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Read Alouds- Various Stories</td>
<td></td>
</tr>
<tr>
<td>Paired Texts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.4.</th>
<th>Determine or clarify the meaning of unknown and multiple-meaning words and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use knowledge of prefixes to determine or clarify the meaning of</td>
<td></td>
</tr>
<tr>
<td>Pearson Reading Street</td>
<td></td>
</tr>
<tr>
<td>Unit 5 Spelling Week 1 &amp; 2</td>
<td></td>
</tr>
</tbody>
</table>
| phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. | 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>---</td>
<td>---</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) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary</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>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
</tr>
<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>
</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>
</tr>
<tr>
<td>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and</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</td>
</tr>
</tbody>
</table>
| 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 different point of view in a story | Chapter Books:  
• Amelia Bedelia |
|---|---|---|
| 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 | • Demonstrate good reading habits  
• Read various types of texts proficiently, | • DEAR  
• Novel Study  
• GUIDED READING |
| poetry, at grade level text complexity or above, with scaffolding as needed. | independently, and closely within the grades 2-3 complexity band | • Super Teacher Poetry  
• Pearson Leveled Readers. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</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 | • Identify how different historical events, scientific ideas, or “how to” procedures link together in a text | Pearson Reading Street  
• Lifecycle  
Pearson Leveled Readers: | |
| **technical procedures 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** | **• 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 that show the beat**  
**• Determine which part shows alliteration**  
**• Define words and phrases specific to grade 2** | **www.superteachers.com**  
**• Super Teachers Poetry**  
**Pearson Reading Street**  
**• Lifecycle of a Pumpkin (62-63)- Paired reading**  
**• Grand Old Flag (346-347)** |
| **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**  
**• Josh Gibson paired Text (316-319)** |
| RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. | • 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 | Read Works- Paired Text  
• Josh Gibson lev. Reader  
• Baseball Heros U6W1 (A) |
| --- | --- | --- |
| 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/ Scholastic or various selected Leveled Readers at instructional level. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessment/Evidence</th>
</tr>
</thead>
</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 spelled-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 | | |
| RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) | | | |
| RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D) | | | |
| RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E) | and try again, when having difficulty |
| 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. | RF.2.4.A. Read grade-level text with purpose and understanding.  
RF.2.4.B. Read grade-level text orally with accuracy,  |
| • 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 | • Guided reading  
• Shared/Paired reading  
• Reader’s Theater |
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.

<table>
<thead>
<tr>
<th>Read words and for understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reread text to better understand what was read, when necessary</td>
</tr>
</tbody>
</table>
### Unit Four Writing 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>
| 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 | • Zaner Blosier - 6 Traits of Writing  
• Lucy Caukins - Writer’s Workshop |
| 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. | • 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 | • Lucy Caukins- Writer's Workshop  
• Pearson reading Street- Grammar  
• Zaner Blosor 6 traits Writing  
• 4 Square Writing |
| --- | --- | --- |
| 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 |  |
| W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish | • Publish writing both independently and with peers using digital tools  
• Use keyboarding techniques |  |
<table>
<thead>
<tr>
<th>Writing, including in collaboration with peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
</tbody>
</table>
## Unit Four Speaking & Listening 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>
| 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 | • 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 |
<table>
<thead>
<tr>
<th>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
</tr>
<tr>
<td>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>• Demonstrate careful listening in order to describe or recount what they heard</td>
</tr>
<tr>
<td>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information</td>
</tr>
<tr>
<td>• Ask questions and understand and answer questions asked of them in order to clarify or gain further information</td>
</tr>
</tbody>
</table>
information, or deepen understanding of a topic or issue.

| 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 |
# Unit Four 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 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 | | • 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 |
| L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | | | |
| L.2.1.D. Form and use the past tense of frequently occurring | | | |

368
| **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). | **Self-Assessments**  
**Graphic Organizers** |
|---|---|---|
| **irregular verbs (e.g., sat, hid, told).** | **• 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** | |
| **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **• Use commas appropriate to offset greetings and closings in letters**  
**• Identify common spelling patterns**  
**• Utilize common spelling patterns when writing**  
**• Utilize reference materials and resources** | |
<table>
<thead>
<tr>
<th>L.2.2.B. Use commas in greetings and closings of letters.</th>
<th>to correct one's own spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
<td></td>
</tr>
<tr>
<td>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td></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>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use context clues to determine or clarify the</td>
</tr>
</tbody>
</table>
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.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).

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 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
| 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 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.2.5.A.</strong> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
<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><strong>L.2.6.</strong> Use words and phrases acquired through conversations, reading and being read to, and responding to texts,</td>
<td>• Show understanding of newly acquired vocabulary (gathered from discussions as well)</td>
<td></td>
</tr>
</tbody>
</table>
including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

<table>
<thead>
<tr>
<th>how to implement</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make purposeful language choices to communicate in an effective way when writing and speaking</td>
<td>• Weekly Spelling Patterns</td>
</tr>
<tr>
<td>• Utilize adjectives and adverbs to describe where necessary when writing and speaking</td>
<td>• Spelling City.com</td>
</tr>
<tr>
<td></td>
<td>• Walke’s Web spelling worksheets (see N Drive)</td>
</tr>
<tr>
<td></td>
<td>• Rainbow Writing</td>
</tr>
</tbody>
</table>

**Unit One Reading Foundation Standards: Third Grade**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</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.</td>
<td>• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes</td>
<td>• Reading Street Spelling Assessments</td>
</tr>
<tr>
<td>RF.3.3.A. Identify and know the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 3**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.3.A. Identify and know the</td>
<td>• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes</td>
<td>• Weekly Spelling Patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spelling City.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Walke’s Web spelling worksheets (see N Drive)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rainbow Writing</td>
</tr>
<tr>
<td>Meaning of the most common prefixes and derivational suffixes.</td>
<td>RF.3.3.B. Decode words with common Latin suffixes.</td>
<td>RF.3.3.C. Decode multisyllabic words.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Decode words that have a Latin suffix</td>
<td>• Word Sorts/Unscramble</td>
<td>• Sparkle Game</td>
</tr>
<tr>
<td>• Use strategies to read multisyllable words</td>
<td>• Soccer Spelling</td>
<td>• Spelling Center</td>
</tr>
<tr>
<td>• Read grade-appropriate irregularly spelled words</td>
<td>• Word Building</td>
<td>• Soccer Spelling</td>
</tr>
<tr>
<td>RF.3.4. Read with sufficient understanding</td>
<td>• Use various strategies to understand text</td>
<td>• Choral Reading</td>
</tr>
<tr>
<td>accuracy and fluency to support comprehension.</td>
<td>and read with purpose</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.A. Read grade-level text with purpose and understanding.</td>
<td>Accurately read grade-level poetry and prose aloud</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</td>
<td>Use an appropriate rate and expression when reading aloud</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.C. Use an appropriate rate while reading aloud.</td>
<td>Use various strategies to support word recognition and understanding</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.D. Read with</td>
<td>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Partner Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leveled Readers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guided Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Street: p. 142-145</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fluency checks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Street Stories Read Aloud (see N Drive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Street:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poetry page 142-145</td>
<td></td>
</tr>
<tr>
<td></td>
<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. 43-45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grade 3 -End of year Target 95 -120 WCPM</td>
<td></td>
</tr>
</tbody>
</table>
expression on successive readings.

RF.3.4.E.
Use context to confirm or self-correct word recognition and understanding.

RF.3.4.F.
Reread as necessary.
<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 | • 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 | o Moby Max  
| | | o Readworks.org  
| | | o Nearpod.com  
| | | o Peekaboo Studios  
|
the basis for the answers.

- 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.

<table>
<thead>
<tr>
<th>Sample Generic Text Dependent Questions for Informational Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o *Key Ideas/Details</td>
</tr>
<tr>
<td>o *Craft/Structure</td>
</tr>
<tr>
<td>o *Integration of Knowledge/ Ideas</td>
</tr>
</tbody>
</table>

- Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin)
- Close Reading Structure:
  - Day 1 – Teacher reads story aloud
    - Student annotates with pencil
    - Day 2 – Partner reading & Talk Time
      - Work on Vocabulary
  - Day 3 – Independent Reading
    - Text-Dependent Questions
  - Day 4 – Cumulative Writing Activity

- Gold Rush Boomtowns (pair with Boom Town from Reading Street)
| RI.3.2. Determine the main idea of a text; recount the key details | o Determine central messages or main ideas in a text  
• Identify details to support the main idea  
• Analyze how the details of the text | o All Texts  
o Nearpod.com  
o (Nearpod Lesson -Main Idea – Classroom Complete Press)  
o Digital.Readworks.org |
<table>
<thead>
<tr>
<th>and explain how they support the main idea.</th>
<th>help to support and reveal the central idea or theme</th>
<th>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.</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 |
|  |  | • Please write the vocabulary word:  
• What is the meaning of the word as it is used in the text?  
• Identify evidence in the text that supports the meaning you provided for the word. |
|  |  | • Readworks.org  
• Newsela  

• All Texts  
• Context Clues- Reading Street Practice Book page 5  
• Moby Max Vocabulary  
• Nearpod.com Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880)  

• ReadWorks.org – Vocabulary Worksheet Questions
| 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  
• 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  
• Newsela  
• Moby Max |
| basis for the answers. | 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. | *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 |
<table>
<thead>
<tr>
<th>RL.3.2. Recount stories, including</th>
<th>Closely read stories, including</th>
<th>What About Me?</th>
<th>What About Me? Reading Assessment</th>
</tr>
</thead>
</table>

- Close Reading
- Bloom’s Taxonomy Revised
- Read works.org and digital.readworks.org
- Moby Max
- Peekaboos Studios App
- Inferencing Clues App
- Common Core State Standards for ELA & Literacy – Appendix B:
  [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)  p. 37-43
<table>
<thead>
<tr>
<th>Text-based Questions – Basal Alignment Project Questions for <em>What About Me?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ming Lo Moves a Mountain</td>
</tr>
<tr>
<td><em>There Was An Old Lady</em>... (patterns)</td>
</tr>
<tr>
<td><strong>Trickster Tales</strong> – Tortoise Tricks Leopard, Hare Tricks Lion, Coyote Places the Stars, The Teapot Badger, Bre’r Rabbit and Bre’r Fox</td>
</tr>
<tr>
<td><strong>Fables</strong> – The Mice and the Cat, The Lion and the Mouse, The Milkmaid and Her Pail, The Shepherd Boy, The Fox and the Drum, The Tortoise and the Geese</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</td>
</tr>
<tr>
<td>RL.3.4.</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</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

<table>
<thead>
<tr>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waltke’s Web</td>
</tr>
<tr>
<td>Power Points for vocabulary</td>
</tr>
<tr>
<td>Multiple Meaning Words</td>
</tr>
<tr>
<td>Moby Max Vocabulary</td>
</tr>
<tr>
<td>Word Maps</td>
</tr>
<tr>
<td>Reading Street: Boom Town Practice pages 4-5, 14-15</td>
</tr>
</tbody>
</table>
| Waltke’s Web Vocabulary PPT | Teaching Strategies: 5 Ideas for Instructing Vocabulary  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ReadWorks.org – Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Readworks.org Vocabulary Worksheet</td>
<td>Worksheet Questions</td>
</tr>
<tr>
<td></td>
<td>• Please write the vocabulary word.</td>
</tr>
<tr>
<td></td>
<td>• What is the meaning of the word as it is used in the text?</td>
</tr>
<tr>
<td></td>
<td>• Identify evidence in the text that supports the meaning you provided for the word.</td>
</tr>
<tr>
<td>Word Map – Graphic Organizer</td>
<td>ReadWriteThink.org</td>
</tr>
<tr>
<td>RL.3.6. Distinguish their own point of view from that of</td>
<td>• Establish the point of view of a text</td>
</tr>
<tr>
<td></td>
<td>• Determine how the reader’s point of view is different</td>
</tr>
<tr>
<td></td>
<td>Third Grade Angels by Jerry Spinelli</td>
</tr>
<tr>
<td></td>
<td>• Third Grade Angels Reading Assessment</td>
</tr>
<tr>
<td>the narrator or those of the characters.</td>
<td>from the narrator's or the characters</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>• Compare the reader's point of view with the author's point of view</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit One Writing Standards: Third 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>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and</td>
<td>• 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</td>
<td>Writing Workshop for opinion writing Zaner-Bloser</td>
<td>• Opinion Writing Assessment Prompt • Opinion Rubric</td>
</tr>
</tbody>
</table>
| W.3.1.B. Provide reasons that support the opinion. W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.D. Provide a conclusion. | • 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 |
|---|---|
| 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.) | • 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  
**Mentor Text:**  
**Ideas:** Nothing Ever Happens on 90th Street by Roni Schotter  
**Organization:** Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst  
<p>| • Writing Rubric |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Mentor Text</th>
<th>Editing Checklist</th>
<th>Published Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.3.5.</td>
<td>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.)</td>
<td><strong>Voice:</strong> <em>Voices in the Park</em> by Anthony Browne</td>
<td>• Editing Checklist for Self- and Peer Editing</td>
<td>• Published Work Samples</td>
</tr>
<tr>
<td></td>
<td>• Practice revising and editing skills</td>
<td><strong>Word Choice:</strong> <em>Owl Moon</em> by Jane Yolen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Change word choice and sentence structure in writing to strengthen the piece</td>
<td><strong>Sentence Fluency:</strong> <em>Winter is Coming</em> by Tony Johnston</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</td>
<td><strong>Sentence Fluency:</strong> <em>Pond</em> by Jim LaMarche</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize spelling, grammar, and punctuation errors</td>
<td><strong>Conventions:</strong> <em>Punctuation Takes a Vacation</em> by Robin Pulver</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.3.6.</td>
<td>With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop strategies with peers and adults to use digital tools</td>
<td>Microsoft Word</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use technology for producing and publishing writing</td>
<td>Microsoft Publisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blogging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.3.7. Conduct short research projects that build knowledge about a topic.</td>
<td><strong>Use technology to collaborate with others</strong></td>
<td>Student Webpage</td>
<td><strong>Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic</strong>&lt;br&gt;<strong>Gather information to support a topic</strong>&lt;br&gt;<strong>Select relevant information from texts to support main ideas or claims</strong>&lt;br&gt;<strong>Group like ideas to organize writing</strong></td>
<td>Writing Workshop for research writing&lt;br&gt;Zaner-Bloser</td>
</tr>
</tbody>
</table>
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

- Published Work Samples
- Rubric
### Unit One Speaking and Listening Standards: Third Grade

<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  
• Literature Circles | • Teacher Observation  
• Data Collection  
• Self Assessment |
| SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion | • 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 | • Teacher Observation  
• Data Collection  
• Self Assessment |
| 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 | • 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 | • Teacher Observation  
• Data Collection  
• Self Assessment |
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

| 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 | • Identify the words in titles that should be capitalized  
• Consistently apply rules for | • Zaner-Bloser Editing/Revising online | • Writing Samples  
• Research Rubric |
<table>
<thead>
<tr>
<th>Capitalization, punctuation, and spelling when writing.</th>
<th>Capitalization in titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.2.A. Capitalize appropriate words in titles.</td>
<td>• Spell high frequency or studied words correctly</td>
</tr>
<tr>
<td>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)</td>
<td>• Spell conventional words correctly when adding a suffix to base words</td>
</tr>
<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>• Identify spelling patterns and generalizations</td>
</tr>
<tr>
<td>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</td>
<td>• Apply spelling patterns when writing words</td>
</tr>
<tr>
<td></td>
<td>• Determine the purpose and use of reference materials</td>
</tr>
<tr>
<td></td>
<td>• Utilize reference materials to check and correct spelling, when needed</td>
</tr>
</tbody>
</table>

- Opinion Writing
- Research Writing
- Reading Street Grammar Workbook
- Grammar Worksheets

- Opinion Rubric
- Reading Street Grammar Workbook
<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 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. | - 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 | - Online Dictionary  
- Online Thesaurus  
- Multiple Meaning Word Activities |
| L.3.4.A.  | Use sentence-level context as a clue to the meaning of a word or phrase. | - Work Samples  
- Reading Street Worksheets |
| L.3.4.D.  | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | | |
| L.3.6.    | Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal | - Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics | - Transition Words  
- Sequencing |
|           | | | - Rubric for Writing Samples |
spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

- 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

- Zaner-Bloser – Six Traits – Word Choice
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| 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 | • 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 | • Weekly Spelling Patterns  
  • [Spelling City.com](#)  
  • [Walke’s Web](#) spelling worksheets (see N Drive)  
  • [Rainbow Writing](#)  
  • Word Sorts/Unscramble  
  • [Sparkle Game](#)  
  • [Soccer Spelling](#)  
  • Spelling Center  
  • Word Building | Reading Street Spelling Assessments |
<table>
<thead>
<tr>
<th>with common Latin suffixes.</th>
<th>• Read grade-appropriate multisyllable words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.3.D. Read grade-appropriate multisyllable words.</td>
<td>• Reading Street Spelling Practice Book</td>
</tr>
<tr>
<td></td>
<td>• <strong>73 Ways to Practice Spelling</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</th>
<th>• Use various strategies to understand text and read with purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.4.A. Read grade-level text with purpose.</td>
<td>• Accurately read grade-level poetry and prose aloud</td>
</tr>
<tr>
<td></td>
<td>• Use an appropriate rate and expression when</td>
</tr>
<tr>
<td></td>
<td>• Readers’ Theater: Chocolate Touch</td>
</tr>
<tr>
<td></td>
<td>• Choral Reading</td>
</tr>
<tr>
<td></td>
<td>• Partner Reading</td>
</tr>
<tr>
<td></td>
<td>• Leveled Readers</td>
</tr>
<tr>
<td></td>
<td>• Guided Reading</td>
</tr>
<tr>
<td></td>
<td>• Reading Street: p. 272-275</td>
</tr>
<tr>
<td></td>
<td>• Fluency checks</td>
</tr>
</tbody>
</table>

<p>| Fluency Assessment Data - Grade 3 - End of year Target 95 - 120 WCPM |</p>
<table>
<thead>
<tr>
<th>Understanding</th>
<th>Reading aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.4.B</td>
<td>Use various strategies to support word recognition and understanding</td>
</tr>
<tr>
<td>RF.3.4.C</td>
<td>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
</tr>
<tr>
<td>RF.3.4.D</td>
<td>Use context to confirm or self-correct word</td>
</tr>
<tr>
<td>RF.3.4.E</td>
<td>Reading Street Stories Read Aloud (see N Drive)</td>
</tr>
<tr>
<td></td>
<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. 43-45</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
<td>----------</td>
<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 | o Moby Max  
 o Readworks.org  
 o http://digital.readworks.org/  
 o Nearpod.com  
 o Peekaboo Studios  
 o Sample Generic Text Dependent Questions for Informational Text:  
 o *Key Ideas/Details  
 o *Craft/Structure |
<table>
<thead>
<tr>
<th>Integration of Knowledge/ Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Close Reading-Nonfiction</td>
</tr>
<tr>
<td>(Teachers pay Teachers-made by Jessica Tobin)</td>
</tr>
<tr>
<td>Close Reading Structure:</td>
</tr>
<tr>
<td>Day 1 – Teacher reads story aloud</td>
</tr>
<tr>
<td><em>Student annotates with pencil</em></td>
</tr>
<tr>
<td>Day 2 – Partner reading &amp; Talk Time</td>
</tr>
<tr>
<td><em>Work on Vocabulary</em></td>
</tr>
<tr>
<td>Day 3 – Independent Reading</td>
</tr>
<tr>
<td><em>Text-Dependent Questions</em></td>
</tr>
<tr>
<td>Day 4 – Cumulative Writing Activity</td>
</tr>
<tr>
<td>KWL Chart</td>
</tr>
<tr>
<td>Annotations Worksheet</td>
</tr>
<tr>
<td>Notability</td>
</tr>
<tr>
<td>Common Core State Standards for ELA &amp; Literacy – Appendix B:</td>
</tr>
<tr>
<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
</tr>
</tbody>
</table>
| 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  
• Penguin Chick-p150-167 Reading Street |
| --- | --- | --- |
| RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or | • Closely read text to determine important events, ideas or concepts  
• Identify words that signify time order, sequence, | • William’s House p250-271 Reading Street (Cause/Effect)  
• Cause/Effect Graphic Organizer  
• BrainPop Jr. (Cause/Effect)  
• Cause/Effect Scoot  
• Cause/Effect Power Point |
| steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 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 |  
- [Cause/Effect Power Point 2](#)  
- [Digital.Readworks.org](#)  
- [Readworks.org](#) |
| 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)  
• Differentiate between literal and nonliteral language | o All Texts  
  o Context Clues- Reading Street Practice Book pages 55, 65, 85, and 95  
  o Moby Max Vocabulary  
  o Nearpod.com Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880)  
  o ReadWorks.org – Vocabulary Worksheet Questions  
  • Please write the vocabulary word:  
  • What is the meaning of the word as it is used in the text?  
  • Identify evidence in the text that supports the meaning you provided for the word.  
    o Word Map – Graphic Organizer ReadWriteThink.org |
| --- | --- | --- |
| RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate | • Identify the unique features and organization of informational text (text | o Reading Street page 194-197 What is a Weed?  
  o Scholastic News  
  o Time for Kids |
| information relevant to a given topic efficiently. | 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 | o Digital ReadWorks |

| 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  
- 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 |  
- Readworks.org  
- Digital.Readworks.org  
- Venn Diagram/Venn App  
- Newsela  
- Moby Max |
<table>
<thead>
<tr>
<th>RI.3.7. Use information gained from 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).</th>
<th>the author's point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text</td>
<td></td>
</tr>
<tr>
<td>• Synthesize the various text features and the text itself to understand the ideas in the text</td>
<td></td>
</tr>
<tr>
<td>• Explain how the different text features aid understanding</td>
<td></td>
</tr>
<tr>
<td>• Reading Street pages 170-173 (Plants)</td>
<td></td>
</tr>
<tr>
<td>• Epic</td>
<td></td>
</tr>
<tr>
<td>• Readworks.org</td>
<td></td>
</tr>
<tr>
<td>• Digital.Readworks.org</td>
<td></td>
</tr>
<tr>
<td>• Moby Max Reading Skills Informational/Science/Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.3.8. Describe the logical connection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make a clear link between sentences and</td>
<td></td>
</tr>
<tr>
<td>• Sequencing Power Point</td>
<td></td>
</tr>
<tr>
<td>• Smart Notebook Sequencing</td>
<td></td>
</tr>
</tbody>
</table>
between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

- Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc)
- Identify words that signify a relationship between ideas
- Use the relationships between ideas to describe how an author supports specific points

- **Smart Notebook Sequencing Pictures**
- **Readworks.org**
- **Digital.Readworks.org**
- **Moby Max Reading Skills Informational**
<table>
<thead>
<tr>
<th>Standard RI.3.9.</th>
<th>Closely read the text to identify the important details of a text</th>
<th>Venn Diagram Informational Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</td>
<td>Find similarities and differences about important details when reading about two texts that share the same topic</td>
<td>Comparing/Contrasting Power Point</td>
</tr>
<tr>
<td>Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</td>
<td></td>
<td>Comparing/Contrasting Nonfiction Passage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Street William’s House p250-271</td>
</tr>
</tbody>
</table>
### Unit Two Reading Literature Standards:
#### Third Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</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 | o Novel: Chocolate Touch  
o Chocolate Touch Resources  
o Chocolate Touch Resources: Super Teacher  
o Chocolate Touch Novel Study: Teacher Pay Teachers (Free)  
o Graphic Organizer to record  
o Thoughts  
| o Sample Generic Text Dependent Questions for Literary Text:  
| o *Key Ideas/Details  
| o *Craft/Structure | Chocolate Touch Book Choice Menu  

Chocolate Touch Tic-Tac-Toe Choice Menu
<table>
<thead>
<tr>
<th>text to support answers and to craft questions of a factual nature</th>
<th>• Answer and ask both factual questions and inferential questions that require reasoning from the reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>o *Integration of Knowledge/Ideas</td>
<td>o Reading Street -Fresh Reads</td>
</tr>
<tr>
<td>o Text-based Questions – Basal Alignment Project Questions for Tops and Bottoms</td>
<td>o Text-based Questions – Basal Alignment Project Questions for William’s House</td>
</tr>
<tr>
<td>o Text-based Questions – Basal Alignment Project Questions for A Day’s Work</td>
<td>o Find Evidence Pages- Highlighting</td>
</tr>
<tr>
<td>o Scavenger Hunts with page numbers</td>
<td>o Close Reading</td>
</tr>
<tr>
<td>o Bloom’s Taxonomy Revised</td>
<td></td>
</tr>
</tbody>
</table>
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme | • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details | o Novel: Chocolate Touch  
o Reading Street-Tops and Bottoms (Fable) pages 228-245  
o Reading Street-The Hare and the Tortoise (Fable) page 248  
o Read works.org |

- Read works.org and digital.readworks.org
- Moby Max
- Peekaboo Studios App
- Inferencing Clues App
- Common Core State Standards for ELA & Literacy – Appendix B: [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) p. 37-43
, lesson, or moral and explain how it is revealed through key details in the text.

- Determine central messages or theme
- Identify patterns in details

<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.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>• Organize information to support the topic&lt;br&gt;• Introduce a topic&lt;br&gt;• Write a thesis statement to focus writing&lt;br&gt;• Use text features to support the topic, when appropriate&lt;br&gt;• Select details that appropriate support the development of the topic&lt;br&gt;• Link ideas by using transitional words and phrases&lt;br&gt;• Write a conclusion to close the writing</td>
<td>• Compare/Contrast Presidents:&lt;br&gt;• Fun Facts US Presidents&lt;br&gt;• Washington Videos&lt;br&gt;• Lincoln Videos&lt;br&gt;• Washington’s Biography (Ducksters)</td>
<td></td>
</tr>
<tr>
<td>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
<td>• Lincoln’s Biogragph (Ducksters)</td>
<td>• Penguin Research:</td>
<td>• Animals A-Z</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>W.3.2.D. Provide a conclusion.</td>
<td>• Produce writing that is clear and understandable to the reader</td>
<td>• Zaner-Bloser</td>
<td>• Writing Workshop</td>
</tr>
<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>
<td>• Unpack writing tasks (type of writing assignment)</td>
<td>• Focus the organization and development of a topic to reflect the task and purpose</td>
<td></td>
</tr>
<tr>
<td>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed</td>
<td>• Practice revising and editing skills</td>
<td>• Zaner-Bloser</td>
<td>• Writing Workshop</td>
</tr>
</tbody>
</table>
by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

<table>
<thead>
<tr>
<th></th>
<th>in writing to strengthen the piece</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</td>
</tr>
<tr>
<td></td>
<td>• Recognize spelling, grammar, and punctuation errors</td>
</tr>
<tr>
<td></td>
<td>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
<th>• Develop strategies with peers and adults to use digital tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use technology for producing and publishing writing</td>
</tr>
<tr>
<td></td>
<td>• Use technology to collaborate with others</td>
</tr>
<tr>
<td></td>
<td>• Microsoft Word</td>
</tr>
<tr>
<td></td>
<td>• Microsoft Publisher</td>
</tr>
<tr>
<td></td>
<td>• Blogging</td>
</tr>
<tr>
<td></td>
<td>• Student Webpage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief</th>
<th>• Locate information from print and digital sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Compare/Contrast Presidents:</td>
</tr>
<tr>
<td></td>
<td>• Fun Facts US Presidents</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Microsoft Word</td>
</tr>
<tr>
<td></td>
<td>Microsoft Publisher</td>
</tr>
<tr>
<td></td>
<td>Blogging</td>
</tr>
<tr>
<td></td>
<td>Student Webpage</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compare/Contrast Presidents:</td>
</tr>
<tr>
<td></td>
<td>Fun Facts US Presidents</td>
</tr>
<tr>
<td>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction)</td>
<td>Produce numerous pieces of writing over various time frames</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>notes on sources and sort evidence into provided categories.</td>
<td>Integrate information from personal experiences</td>
</tr>
<tr>
<td></td>
<td>Take notes and organize information into categories provided by the teacher</td>
</tr>
<tr>
<td></td>
<td>Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes</td>
</tr>
<tr>
<td></td>
<td>Thoughtfully choose online sources</td>
</tr>
<tr>
<td></td>
<td>Select the information needed from each source</td>
</tr>
<tr>
<td></td>
<td>Connect new information learned online with offline sources</td>
</tr>
<tr>
<td></td>
<td>Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</td>
</tr>
</tbody>
</table>
and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<table>
<thead>
<tr>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop skills in research</td>
</tr>
<tr>
<td>• Reflection on and revise writing</td>
</tr>
<tr>
<td>• Self-correct when writing to produce a clearer message</td>
</tr>
<tr>
<td>• Purposefully explain choices made while writing</td>
</tr>
<tr>
<td>• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</td>
</tr>
</tbody>
</table>
### Unit Two Speaking and Listening Standards: Third Grade

<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 | • Reading Street: Audio Selections (see N Drive)  
• Partner Reading  
• Pebble Go.com  
• Whole Class Discussion | Teacher Observation  
Data Collection  
Self-Assessment |
| SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion | • Engage in collaborative conversations  
• Develop skills in active listening and group discussion | • Collaborative Groups  
• Literature Circles |
| 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 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 | | |
| SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | • 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 | • Read Aloud  
• BrainPop (main idea)  
• Main Idea Smart Notebook |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | • Listen carefully to what a speaker says  
• Ask questions to clarify what was heard  
• Elaborate and provide details to build upon the speaker’s response | • Skype  
• Guest Speaker  
• Interview |
| 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. | • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences  
• Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences | • Mad Libs  
• Frayer Model  
• Parts of Speech Book Search  
• Create Chart | o Writing Samples  
o Reading Street Worksheets  
o Zaner-Bloser Worksheets |
<p>| L.3.1.A. Explain the function of nouns, pronouns, verbs,                |                                                                                  |                            |                                         |</p>
<table>
<thead>
<tr>
<th>adjectives, and adverbs in general and their functions in particular sentences.</th>
<th>Differentiate between regular and irregular plural nouns</th>
<th>Reading Street Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1.D. Form and use regular and irregular verbs.</td>
<td>Identify regular and irregular plural nouns in reading and use them when writing or speaking</td>
<td>Zaner-Bloser Virtual File Cabinet</td>
</tr>
<tr>
<td>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
<td>Identify simple verb tenses and use them when writing or speaking</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
<th>Spelling high frequency or studied words correctly</th>
<th>Zaner-Bloser Editing/Revising online</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.2.B. Capitalize appropriate words in titles.</td>
<td>Spell conventional words correctly when adding a suffix to base words</td>
<td>Opinion Writing</td>
</tr>
<tr>
<td>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)</td>
<td>Identify spelling patterns and generalizations</td>
<td>Research Writing</td>
</tr>
<tr>
<td></td>
<td>Apply spelling patterns when writing words</td>
<td>Reading Street Grammar Workbook</td>
</tr>
<tr>
<td></td>
<td>Determine the purpose and use of reference materials</td>
<td>Grammar Worksheets</td>
</tr>
<tr>
<td></td>
<td>Utilize reference materials to check</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>o Reading Street Cumulative Review Assessments</th>
<th>o Writing Samples</th>
<th>o Research Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Opinion Rubric</td>
<td>o Reading Street Grammar Workbook</td>
<td></td>
</tr>
<tr>
<td>L.3.2.F. Use spelling patterns and generalizations (e.g., <em>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</em>) in writing words</td>
<td>and correct spelling, when needed</td>
<td></td>
</tr>
<tr>
<td>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 English</td>
<td>• 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</td>
<td>Zaner-Bloser Writing Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o</td>
</tr>
</tbody>
</table>
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>Multiple Meaning Word Activities</th>
<th>Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></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 relationship words and phrases

<table>
<thead>
<tr>
<th>Transition Words</th>
<th>Zaner-Bloser – Six Traits – Word Choice</th>
<th>Rubric for Writing Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>• Distinguish the base root from the affix • Identify and define common prefixes and suffixes</td>
<td>Weekly Spelling Patterns</td>
</tr>
<tr>
<td>RF.3.3.A. Identify and know the meaning of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spelling City.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walke’s Web spelling worksheets (see N Drive)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rainbow Writing</td>
</tr>
<tr>
<td>RF.3.3.B.</td>
<td>Decode words with common Latin suffixes.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>RF.3.3.C.</td>
<td>Decode multisyllabic words.</td>
<td></td>
</tr>
<tr>
<td>RF.3.3.D.</td>
<td>Read grade-appropriate irregularly spelled words.</td>
<td></td>
</tr>
</tbody>
</table>

**Identify and define common Latin suffixes**
- Decode words that have a Latin suffix
- Use strategies to read multisyllabic words
- Read grade-appropriate irregularly spelled words

**Word Sorts/Unscramble**
- Sparkle Game
- Soccer Spelling
- Spelling Center
- Word Building

**Reading Rockets**

**Reading Street Spelling Practice Book**

**73 Ways to Practice Spelling**

<table>
<thead>
<tr>
<th>RF.3.4.</th>
<th>Read with sufficient accuracy and fluency to</th>
</tr>
</thead>
</table>

**Use various strategies to understand text and**
- Choral Reading
- Partner Reading
- Leveled Readers

**Fluency Assessment Data**
- Grade 3 - End of year Target 95 - 120 WCPM
<table>
<thead>
<tr>
<th>Support comprehension.</th>
<th>Read with purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.4.A. Read grade-level text with purpose and understanding.</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.C. Use an appropriate rate while reading aloud.</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.D. Read with expression on successive readings.</td>
<td></td>
</tr>
<tr>
<td>RF.3.4.E. Use context to confirm or use context to confirm or</td>
<td></td>
</tr>
<tr>
<td>Guided Reading</td>
<td></td>
</tr>
<tr>
<td>Reading Street: p. 272-275</td>
<td></td>
</tr>
<tr>
<td>Fluency checks</td>
<td></td>
</tr>
<tr>
<td>Reading Street Stories Read Aloud (see N Drive)</td>
<td></td>
</tr>
<tr>
<td>Common Core State Standards for ELA &amp; Literacy – Appendix B:</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
<td>p. 43-45</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>RI.3.1.</td>
<td>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.</td>
</tr>
</tbody>
</table>
- 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.

<table>
<thead>
<tr>
<th>*Key Ideas/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin)</td>
</tr>
</tbody>
</table>

Close Reading Structure:
- Day 1 – Teacher reads story aloud
  - Student annotates with pencil
- Day 2 – Partner reading & Talk Time
  - Work on Vocabulary
- Day 3 – Independent Reading
  - Text-Dependent Questions
- Day 4 – Cumulative Writing Activity

KWL Chart

Annotations Worksheet

Notability

Common Core State Standards for ELA & Literacy – Appendix B:
[http://www.corestandards.org/assets/Appendix_B.pdf](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  
Newsela  
Reading Street – Volcanoes pages 384-393 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Closely read a text to demonstrate understanding</td>
<td>Novel: Charlotte’s Web</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make personal connections, make connections to other texts, and/or make global connections when relevant</td>
<td>Charlotte’s Web Unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Charlotte’s Web Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Organizer to record Thoughts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sample Generic Text Dependent Questions for Literary Text:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Key Ideas/Details</td>
<td></td>
</tr>
<tr>
<td><em>Craft/Structure</em></td>
<td><em>Integration of Knowledge/Ideas</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer to specific text to support answers and to craft questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicitly locate evidence in the text to support answers and to craft questions of a factual nature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer and ask both factual questions and inferential questions that require reasoning from the reader</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Reading Street - Fresh Reads
- Text-based Questions – Basal Alignment Project Questions for The Gardener
- Text-based Questions – Basal Alignment Project Questions for Symphony of Whales
- Charlotte’s Web Novel
- Find Evidence Pages - Highlighting
- Scavenger Hunts with page numbers
- Close Reading
- Bloom’s Taxonomy Revised
- Read works.org and digital.readworks.org
- Moby Max
<p>| 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 in the text. | • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details  • Determine central messages or theme  • Identify patterns in details | Reading Street-Catch it and Run (Myth) pages 322-329  Reading Street-Leveled Reader – The Boy Who Cried Wolf |</p>
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Closely read text to determine the important events, ideas, or concepts</td>
</tr>
<tr>
<td>• Identify the main characters in a story</td>
</tr>
<tr>
<td>• Describe the characters using literal and inferential story details</td>
</tr>
<tr>
<td>• Analyze how the actions of characters influence the story events</td>
</tr>
<tr>
<td>Charlotte’s Web Novel</td>
</tr>
<tr>
<td>Charlotte’s Web: A Story about Friendship</td>
</tr>
<tr>
<td>Charlotte’s Web Unit</td>
</tr>
<tr>
<td>Charlotte’s Web Resources</td>
</tr>
<tr>
<td>Setting Power Point</td>
</tr>
<tr>
<td>Setting and Character</td>
</tr>
<tr>
<td>Character Traits Game</td>
</tr>
<tr>
<td>Reading Street- Symphony of Whales pages 358-373</td>
</tr>
<tr>
<td>Reading Street - The Gardener pages 284-297</td>
</tr>
<tr>
<td>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>• 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)</td>
</tr>
<tr>
<td>• Differentiate between literal and nonliteral language</td>
</tr>
<tr>
<td>Context Clues</td>
</tr>
<tr>
<td>Waltke’s Web</td>
</tr>
<tr>
<td>Power Points for vocabulary</td>
</tr>
<tr>
<td>Multiple Meaning Words</td>
</tr>
<tr>
<td>Moby Max Vocabulary</td>
</tr>
<tr>
<td>Word Maps</td>
</tr>
<tr>
<td>Waltke’s Web Vocabulary PPT</td>
</tr>
<tr>
<td>Teaching Strategies: 5 Ideas for Instructing Vocabulary</td>
</tr>
<tr>
<td>ReadWorks.org – Vocabulary</td>
</tr>
<tr>
<td>Readworks.org Vocabulary Worksheet</td>
</tr>
<tr>
<td>Worksheet Questions</td>
</tr>
<tr>
<td>• Please write the vocabulary word.</td>
</tr>
<tr>
<td>• What is the meaning of the word as it is used in the text?</td>
</tr>
</tbody>
</table>
| 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. | • 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 | Readers’ Theater Charlotte’s Web  
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. | • 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 | Charlotte’s Web  
Reading Street: *The Gardener* pages 284-297 |
| --- | --- | --- |
| 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 | • 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 | Reading Street- *Symphony of Whales* pages 358-373  
Reading Street - *The Gardener* pages 284-297  
Setting Power Point |
setting) | 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  

| RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme | • Use a variety of sources to access previous information to compare, contrast, and reflect on texts  
• Identify similarities and differences in books with  

| Reading Street - The Gardener pages 284-297 – by Sarah Stewart  
The Quiet Place – by Sarah Stewart  
YouTube The Quiet Place |
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and

<table>
<thead>
<tr>
<th>• Organize ideas for a narrative</th>
<th>• Zaner-Bloser</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage the reader with a story hook</td>
<td>• Writing Workshop</td>
</tr>
<tr>
<td>• Establish a situation or story background</td>
<td>• Narrative Writing Power Point</td>
</tr>
<tr>
<td>• Establish a narrator and/or characters for the story</td>
<td>• Narrative Writing Rubric</td>
</tr>
<tr>
<td>• Present an organized sequence of events</td>
<td></td>
</tr>
<tr>
<td>• Use various narrative techniques to develop the characters and the plot</td>
<td></td>
</tr>
<tr>
<td>• Incorporate vivid details to tell the story</td>
<td></td>
</tr>
<tr>
<td>• Establish chronology by using appropriate transitional words and phrases</td>
<td></td>
</tr>
<tr>
<td>• Bring the story to a close</td>
<td></td>
</tr>
<tr>
<td>W.3.3.C. Use temporal words and phrases to signal event order.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>W.3.3.D. Provide a sense of closure.</td>
<td></td>
</tr>
</tbody>
</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.)

| 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 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) | • Zaner-Bloser  
• Writing Workshop | Narrative Writing Rubric |
|---|---|---|---|
| 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 |
| W.3.7. (Choice) 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 use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source | Student Webpage • Writing Workshop for research writing • Zaner-Bloser Published Work Samples Zaner-Bloser Rubric Research Rubric |
| 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. | • Connect new information learned online with offline sources  
• Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources | • 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**  
Published Work Samples  
Rubric |
<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  
• Literature Circles | Teacher Observation  
Data Collection  
Self-Assessment |
| 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 under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their | | |
| SL.3.1.D. | Explain their own ideas and understanding in light of the discussion |
| SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, |

- 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

- Read Aloud
- BrainPop (main idea)
- Main Idea Smart Notebook

- Report on a topic or text, telling a story, 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

448
| Speaking clearly at an understandable pace. | 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** | **Oral Book Report or Presentation**  
**Literature Circles**  
**Whole Class Discussion**  
**Collaborative Groups**  
**Teacher Observation** |
# Unit Three Language Standards:
## Third 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><strong>L.3.1.</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Define and identify comparative and superlative adjectives • Use comparative and superlative adjectives when writing or speaking • Select the appropriate form of adjective when writing and speaking • Define and identify coordinating and subordinating conjunctions</td>
<td>• Mad Libs • Frayer Model • Parts of Speech Book Search • Create Chart • Reading Street Grammar • Zaner-Bloser Virtual File Cabinet</td>
<td>Writing Samples Reading Street Worksheets Zaner-Bloser Worksheets Reading Street Cumulative Review Assessments</td>
</tr>
<tr>
<td><strong>L.3.1.A.</strong> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.3.1.G.</strong> Form and use comparative and superlative adjectives and adverbs, and choose between</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
them depending on what is to be modified.

L.3.1.H. Use coordinating and subordinating conjunctions

- Use coordinating and subordinating conjunctions when writing or speaking

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.C. Use commas and quotation marks in dialogue

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)

- 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 words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and

- Zaner-Bloser Editing/Revising online
- Opinion Writing
- Research Writing
- Reading Street Grammar Workbook
- Grammar Worksheets

Writing Samples
Research Rubric
Opinion Rubric
Reading Street Grammar Workbook
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.2.F.</td>
<td>Use spelling patterns and generalizations (e.g., <em>word families</em>, <em>position-based spellings</em>, <em>syllable patterns</em>, <em>ending rules</em>, <em>meaningful word parts</em>) in writing words</td>
</tr>
<tr>
<td>L.3.2.G.</td>
<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</td>
</tr>
<tr>
<td>L.3.4.</td>
<td>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.</td>
</tr>
<tr>
<td>L.3.4.A.</td>
<td>Use sentence-level strategies to decipher the meanings of words and phrases by using sentence context, identify root words in unknown words, use known root words to aid in defining unknown words, identify the purpose and use of glossaries and dictionaries</td>
</tr>
<tr>
<td></td>
<td>• Decipher the meanings of words and phrases by using sentence context</td>
</tr>
<tr>
<td></td>
<td>• Identify root words in unknown words</td>
</tr>
<tr>
<td></td>
<td>• Use known root words to aid in defining unknown words</td>
</tr>
<tr>
<td></td>
<td>• Identify the purpose and use of glossaries and dictionaries</td>
</tr>
<tr>
<td></td>
<td>• Online Dictionary</td>
</tr>
<tr>
<td></td>
<td>• Online Thesaurus</td>
</tr>
<tr>
<td></td>
<td>• Multiple Meaning Word Activities</td>
</tr>
<tr>
<td></td>
<td>Work Samples</td>
</tr>
<tr>
<td></td>
<td>Reading Street Worksheets</td>
</tr>
<tr>
<td>context as a clue to the meaning of a word or phrase. 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., <em>company</em>, <em>companion</em>). 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>• Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words</td>
</tr>
</tbody>
</table>

<p>| L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | • Define the terms ‘literal’ and ‘nonliteral’ • Identify literal and nonliteral words and phrases in texts • Differentiate the literal phrases from nonliteral phrases |  |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>
</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, believed, suspected, heard, wondered</em>)</td>
</tr>
<tr>
<td>L.3.6.</td>
<td>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases</td>
</tr>
</tbody>
</table>

- Connect words to their purpose or use
- Determine the slight difference in meaning in synonymous words
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when

- Transition Words
- Sequencing

Rubric for Writing Samples
phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

<table>
<thead>
<tr>
<th>describing actions, emotions, or states of being</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choose the most accurate word when discussing a particular topic</td>
</tr>
<tr>
<td>• Use spatial and temporal relationship words and phrases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zaner-Bloser – Six Traits – Word Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Unit Four Reading Foundation Standards:
### Third 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>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>• Distinguish the base root from the affix</td>
<td>• Weekly Spelling Patterns</td>
<td>Reading Street Spelling Assessments</td>
</tr>
<tr>
<td>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>• Identify and define common prefixes and suffixes</td>
<td>• Spelling City.com</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify and define common Latin suffixes</td>
<td>• Walke’s Web spelling worksheets (see N Drive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decode words that have a Latin suffix</td>
<td>• Rainbow Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use strategies to read multi-syllable words</td>
<td>• Word Sorts/Unscramble</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Read grade-appropriate irregularly spelled words</td>
<td>• Sparkle Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Soccer Spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spelling Center</td>
<td></td>
</tr>
<tr>
<td>RF.3.3.B. Decode words with common Latin suffixes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.3.3.C. Decode multisyllable words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.3.3.D. Read grade-appropriate irregularly spelled words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Building</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Reading Rockets**  
| **Reading Street Spelling Practice Book** |
| **73 Ways to Practice Spelling** |

| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. |
| RF.3.4.A. Read grade-level text with |
| • Use various strategies to understand text and read with purpose |
| • Accurately read grade-level poetry and prose aloud |
| • Use an appropriate rate and expression |
| **Choral Reading** |
| **Partner Reading** |
| **Leveled Readers** |
| **Guided Reading** |
| **Fluency checks** |

| Fluency Assessment Data  
Grade 3 -End of year Target 95 - 120 WCPM |
| purpose and understanding.  
RF.3.4.B. Read grade-level prose and poetry orally with accuracy.  
RF.3.4.C. Use an appropriate rate while reading aloud.  
RF.3.4.D. Read with expression on successive readings.  
RF.3.4.E. Use context to confirm or self- | when reading aloud  
- Use various strategies to support word recognition and understanding  
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension  | - Reading Street Stories Read Aloud (see N Drive)  
- Reading Street: Everybody Needs a Rock  
  Poetry page 78-85  
- Common Core State Standards for ELA & Literacy – Appendix B:  
  [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) p. 43-45 |
<table>
<thead>
<tr>
<th>correct word recognition and understanding. RF.3.4.F. Reread as necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Unit Four Reading Information Standards: Third Grade

<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 | o **Reading Street: Text Dependent Questions for America’s Champion Swimmer: Gertrude Ederle**  
  o **Moby Max**  
  o **Readworks.org**  
  o **http://digital.readworks.org/**  
  o **Nearpod.com**  
  o Reading Street:  
    • Hottest, Coldest, Highest, Deepest  
    • America’s Champion Swimmer: Gertrude Ederle  
  o **Peekaboo Studios** |
<table>
<thead>
<tr>
<th>Reasoning from the reader.</th>
<th>Sample Generic Text Dependent Questions for Informational Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Key Ideas/Details</td>
</tr>
<tr>
<td></td>
<td>*Craft/Structure</td>
</tr>
<tr>
<td></td>
<td>*Integration of Knowledge/ Ideas</td>
</tr>
</tbody>
</table>

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

Close Reading Structure:
- Day 1 – Teacher reads story aloud
  - Student annotates with pencil
- Day 2 – Partner reading & Talk Time
  - Work on Vocabulary
- Day 3 – Independent Reading
  - Text-Dependent Questions
- Day 4 – Cumulative Writing Activity

- 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  
  o Reading Street:  
    • Hottest, Coldest, Highest, Deepest  
    o Nearpod.com  
    o (Nearpod Lesson -Main Idea – Classroom Complete Press)  
  o Digital.Readworks.org  
  o Readworks.org  
  o Newsela |  |
| RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 | • 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 | • All Texts  
  o Context Clues- Reading Street: Practice Book page 35  
  o Graphic Organizer Context Clues  
  o Context Clues Independent Reading |  |

462
| topic or subject area. | o  **Context Clues FREEBIE**  
| | o  **Context Clues Tic Tac Toe**  
| | o  **Moby Max Vocabulary**  
| | o  **Nearpod.com Lesson**  
| | (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880)  
| | o  **ReadWorks.org**  
| | – Vocabulary **Worksheet Questions**  
| | • Please write the vocabulary word:  
| | • What is the meaning of the word as it is used in the text?  
| | • Identify evidence in the text that supports the meaning you provided for the word.  
| | o  **Word Map**  
| | – Graphic Organizer ReadWriteThink.org  
| RI.3.5 | o  **RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate**  
| | o  **Identify the unique features and organization of informational text (text features, and search tools)**  

| 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 |
| - 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 |
| o Readworks.org |
| o Digital.Readworks.org |
| o Venn Diagram/Venn App |
| o Newsela |
| o Moby Max |
| o Reading Street: America’s Champion Swimmer: Gertrude Ederle |

<table>
<thead>
<tr>
<th>information relevant to a given topic efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use the unique features to find and manage information specific to the topic</td>
</tr>
<tr>
<td>- Demonstrate proficiency in using the tools to locate information</td>
</tr>
<tr>
<td>o Digital.Readworks.org</td>
</tr>
<tr>
<td>o <a href="http://www.Pebblegonext.com">www.Pebblegonext.com</a></td>
</tr>
<tr>
<td>o <a href="http://classroommagazines.scholastic.com/">http://classroommagazines.scholastic.com/</a> with subscription to Scholastic Magazine</td>
</tr>
</tbody>
</table>
| RI.3.10. 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 | • 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 | • Moby Max  
• Readworks.org  
• Digital.Readworks.org  
• Epic! (free to teachers) |
<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 | o Novel: Hundred Dresses  
  
  o Hundred Dresses Resource  
  
  o Graphic Organizer to record  
  o Thoughts | |
- 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

<table>
<thead>
<tr>
<th>Sample Generic Text Dependent Questions for Literary Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Key Ideas/Details</td>
</tr>
<tr>
<td>*Craft/Structure</td>
</tr>
<tr>
<td>*Integration of Knowledge/Ideas</td>
</tr>
</tbody>
</table>

- 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 Reading Street: Wings
- Find Evidence Pages - Highlighting
- Scavenger Hunts with page numbers
- Close Reading
- **Bloom’s Taxonomy Revised**
- Read works.org and digital.readworks.org
- **Moby Max**
- Peekaboo Studios App
- Inferencing Clues App
- Common Core State Standards for ELA & Literacy – Appendix B: [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) p. 37-43
| 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 in the text. | - Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details  
- Determine central messages or theme  
- Identify patterns in details | - Reading Street: Fly, Eagle, Fly!  
- *Reading Street: Beauty and the Beast* pages: 30-35  
- **Myth - Daedalus and Icarus**  
  - **Trickster Tales** – Tortoise Tricks Leopard, Hare Tricks Lion, Coyote Places the Stars, The Teapot Badger, Bre’r Rabbit and Bre’r Fox  
  - **Fables** – 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  
  - **“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 |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | the Finch Got Her Colors, How Butterflies Came to Be, How Flying Fish Came to Be, The Five Water Spirits  
- 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  
  - Power Points for vocabulary  
  - Multiple Meaning Words  
  - Moby Max Vocabulary  
  - Word Maps |
- Waltke’s Web Vocabulary PPT
- ReadWorks.org – Vocabulary
- Readworks.org Vocabulary Worksheet
  - Worksheet Questions
  - Please write the vocabulary word.
  - What is the meaning of the word as it is used in the text?
  - Identify evidence in the text that supports the meaning you provided for the word.
- Word Map – Graphic Organizer ReadWriteThink.org
| 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 | • 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  
• Moby Max  
• Readworks.org  
• Digital.Readworks.org  
• Epic! (free to teachers) |
<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. | • Organize information to support the topic  
• Introduce a topic  
• Write a thesis statement to focus writing | Zaner-Bloser        | Writing Workshop     |
| 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. | • 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 |
| 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. |  |
| 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.) | • Produce writing that is clear and understandable to the reader  
• Unpack writing tasks (type of writing assignment)  
• Determine writing purpose (the writer’s | Zaner-Bloser Writing Workshop  
**Mentor Text:**  
**Ideas:** *Nothing Ever Happens on 90th Street* by Roni | Writing Rubric |
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.)

<table>
<thead>
<tr>
<th>designated reason for writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus the organization and development of a topic to reflect the task and purpose</td>
</tr>
<tr>
<td>Schotter 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>
<tr>
<td>Practice revising and editing skills</td>
</tr>
<tr>
<td>Change word choice and sentence structure in writing to strengthen the piece</td>
</tr>
<tr>
<td>Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</td>
</tr>
<tr>
<td>Recognize spelling, grammar, and punctuation errors</td>
</tr>
<tr>
<td>Employ strategies for correcting errors with Zaner-Bloser Writing Workshop</td>
</tr>
</tbody>
</table>

Mentor Text: 

| Word Choice: Owl Moon by Jane Yolen |
| Sentence Fluency: Winter is Coming by Tony Johnston |

Editing Checklist for Self- and Peer Editing 
Writing Rubric
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></td>
</tr>
<tr>
<td>Blogging</td>
<td></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

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

<table>
<thead>
<tr>
<th></th>
<th>Produce numerous pieces of writing over various time frames</th>
<th>Writing Process Steps</th>
<th>Published Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop skills in research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection on and revise writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-correct when writing to produce a clearer message</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purposefully explain choices made while writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric</td>
<td></td>
</tr>
</tbody>
</table>
### Unit Four Speaking and Listening Standards: Third Grade

<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 | • Reading Street: Audio Selections (see N Drive)  
  • Partner Reading  
  • Pebble Go.com  
  • Whole Class Discussion | Teacher Observation  
  Data Collection  
  Self-Assessment |
| SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion | roles of participant, leader, and observer  
- Engage in collaborative conversations  
- Develop skills in active listening and group discussion | • Collaborative Groups  
• Literature Circles |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 under discussion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

- 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

<table>
<thead>
<tr>
<th>Oral Book Report or Presentation</th>
<th>Literature Circles</th>
<th>Whole Class Discussion</th>
<th>Collaborative Groups</th>
<th>Teacher Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
<td>Assessments/Evidence</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences</td>
<td>• Mad Libs • Frayer Model • Parts of Speech Book Search • Create Chart</td>
<td>Writing Samples Reading Street Worksheets Zaner-Bloser Worksheets Reading Street Cumulative</td>
<td></td>
</tr>
</tbody>
</table>
| L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.* | • 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 | • Reading Street Grammar  
• Zaner-Bloser Virtual File Cabinet | 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)  
L.3.2.F. Use spelling patterns and | • 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  
• Apply spelling patterns when writing words | • Grammar Worksheets | Writing Samples  
Reading Street Grammar Workbook |
<table>
<thead>
<tr>
<th>Generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</th>
<th>Determine the purpose and use of reference materials</th>
<th>Utilize reference materials to check and correct spelling, when needed</th>
</tr>
</thead>
</table>
| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | Decipher the meanings of words and phrases by using sentence context | **Online Dictionary**  
**Online Thesaurus**  
**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. | Identify the purpose and use of glossaries and dictionaries | Work Samples  
Reading Street Worksheets |
| L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. | Determine the structure of glossaries and dictionaries |  
**Multiple Meaning Word Activities** |
| L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine | Use both print and digital glossaries and dictionaries to define and clarify words |  
|
or clarify the precise meaning of keywords and phrases.

<table>
<thead>
<tr>
<th>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., <em>After dinner that night we went looking for them</em>).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics</td>
</tr>
<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 spatial and temporal relationship words and phrases</td>
</tr>
<tr>
<td>• Transition Words</td>
</tr>
<tr>
<td>• Sequencing</td>
</tr>
<tr>
<td>• Zaner-Bloser – Six Traits – Word Choice</td>
</tr>
</tbody>
</table>

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>
</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, | • 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 | *Poetry resource https://www.teacherspayteachers.com/Product/Poems-Lines-Stanzas-Meter-and-Rhyme-Scheme-Powerpoint-1633617  
choral reading | Running records  
Teacher observation |
and expression on successive readings.

RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p>| Use various strategies to support word recognition and understanding |
| Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| partner reading |
| Reading Street leveled readers |
| Reader’s Theatre |</p>
<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; | • Identify the key details of a text that support the main idea | *Readworks.com  
*Digitalreadworks.com | iReady |
| Summarize the text. | 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 | *Newsela.com  
*Mobymax.com  
*achievethecore.org – Basal Alignment Project for text dependent questions | 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 | iReady |
| **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. | Identify similarities and differences between firsthand and secondhand accounts  
- Explain how the point of view impacts the delivery of information in the text | *first and second hand account resource-https://www.teacherspayteachers.com/Product/RI46-Compare-Contrast-1st-hand-2nd-hand-accounts-Common-Core-1683662  
*Readworks.com | iReady  
Reading Street Fresh Reads |
|   |   | *Digitalreadworks.com  
|   |   | *Newsela.com 
<p>|   |   | *Venn diagrams |</p>
<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  
James and the Giant Peach- https://www.teacherspayteachers.com/Product/James-and-the-Giant-Peach-Book | *4th grade ELA standards based assessments (covers all standards)  
iReady  
Reading Street  
Fresh Reads |
<table>
<thead>
<tr>
<th>Companion-A-Mega-Resource-Pack-522944</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiloh-</td>
</tr>
<tr>
<td><a href="https://www.teacherspayteachers.com/Product/Shiloh-Novel-Unit-Aligned-with-Common-Core-Standards-324563">https://www.teacherspayteachers.com/Product/Shiloh-Novel-Unit-Aligned-with-Common-Core-Standards-324563</a></td>
</tr>
<tr>
<td>Bunnicula-</td>
</tr>
<tr>
<td><a href="https://www.teacherspayteachers.com/Product/Bunnicula-Literacy-Unit-129912">https://www.teacherspayteachers.com/Product/Bunnicula-Literacy-Unit-129912</a></td>
</tr>
<tr>
<td>The One and Only Ivan-</td>
</tr>
<tr>
<td>Cricket in Times Square-</td>
</tr>
<tr>
<td><a href="https://www.teacherspayteachers.com/Product/Cricket-in-Times-Square-Print-Go-Chapter-Activities-and-Comprehension-Qs-1134284">https://www.teacherspayteachers.com/Product/Cricket-in-Times-Square-Print-Go-Chapter-Activities-and-Comprehension-Qs-1134284</a></td>
</tr>
<tr>
<td>4th Grade Rats-</td>
</tr>
<tr>
<td><a href="https://www.teacherspayteachers.com/Product/Fourth-Grade-Rats-1173307">https://www.teacherspayteachers.com/Product/Fourth-Grade-Rats-1173307</a></td>
</tr>
</tbody>
</table>
Poppy
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-
| RL.4.2. Draft 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 | *novel- Because of Winn Dixie*<br>**scaffolded student response graphic organizers** | *text scavenger hunts*<br>*Readworks.com*<br>*Digitalreadworks.com*<br>*Achievethecore.org Basal Alignment Project text dependent questions* | *iReady*<br>Reading Street Fresh Reads |
- 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

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-500772
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
| 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 | *novel- Because of Winn Dixie
*scaffolded student response graphic organizers
| https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language- |  | iReady
Reading Street Fresh Reads |
- 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

<table>
<thead>
<tr>
<th>Graphic-Organizers-for-Common-Core-974023</th>
</tr>
</thead>
<tbody>
<tr>
<td>*author’s craft cheat sheet and poetry</td>
</tr>
<tr>
<td>*figurative language resources</td>
</tr>
<tr>
<td><a href="http://www.gamequarium.com/figurativelanguage.html">http://www.gamequarium.com/figurativelanguage.html</a></td>
</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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
| 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. | **Fling+the+Teacher+Figurative+Language+Review+1**  
*Idiom Resource  
https://www.teacherspayteachers.com/Product/Class-IDiom-Book-841049  
*Idiom Mentor Text- Amelia Bedelia books  
https://www.teacherspayteachers.com/Product/Allusions-to-Greek-Mythology-CCSS-RL44-1164513  
  
  - 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  
  
  *scaffolded student response graphic organizers  
  https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023  
  
  *Mentor texts-  
  The Pain and the Great One by Judy Blume  
  Once Upon a Cool Motorcycle Dude by Kevin O’Malley  
  I am the Dog, I am the Cat by Donald Hall  | **iReady**  
Reading Street Fresh Reads |
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author(s)</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Day the Crayons Quit</td>
<td>Drew Daywalt</td>
<td>Fairytales with fractured fairytales</td>
</tr>
<tr>
<td>Can’t You Make Them Behave, King George?</td>
<td>Jean Fritz</td>
<td>*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”</td>
</tr>
<tr>
<td>Help Me, Mr. Mutt</td>
<td>Janet Stevens</td>
<td>*Mentor text- The Day the Crayons Quit with resource <a href="https://www.teacherspayteachers.com/Product/Point-of-View-Perspective-Common-Core-RL36-RL46-The-Day-the-Crayons-Quit-1985199">link</a></td>
</tr>
</tbody>
</table>
## Unit One Writing Standards: Fourth 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.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 | 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 | Rubrics  
Conferences |
<p>| 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.           |                                                                                   |                                                                                     |                               |</p>
<table>
<thead>
<tr>
<th>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.)</th>
<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</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use transitional words and phrases to connect opinions to reasons  • Write a conclusion related to the opinion presented</td>
<td>• Practice revising and editing skills  • Change word choice and sentence structure in writing to strengthen the piece</td>
</tr>
<tr>
<td>The Great Kapok Tree by Lynne Cherry  The Best Town in the World by Byrd Baylor *writing exemplars</td>
<td>*Writing Workshop Unit for Opinion Writing  *Zaner-Blozer Strategies for Writers  *Rubrics/checklists</td>
</tr>
<tr>
<td>*Writing Workshop Unit for Opinion Writing  *Zaner-Blozer Strategies for Writers  *Rubrics/checklists</td>
<td>Rubrics  Conferences</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **including grade 4 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)** | **• 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** | }

| **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** |  | **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* | Conferences  
Rubrics  
Teacher observation |
<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 | *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. | discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc) |  |
| SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |  |  |
| 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 book reports  
*Book talks | Teacher observation |
<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.4.1. Demonstrate command of the conventions of standard English</td>
<td>• Identify and define relative pronouns</td>
<td>*Mentor Sentence Units <a href="https://www.teacherspayteachers.com/Product/Mentor-Sentence-Units-VOLUME-1-Bundle-Grades-3-5-40-Weeks-1198039">https://www.teacherspayteachers.com/Product/Mentor-Sentence-Units-VOLUME-1-Bundle-Grades-3-5-40-Weeks-1198039</a></td>
<td>iReady</td>
</tr>
<tr>
<td>grammar and usage when writing or speaking.</td>
<td>• Use appropriate relative pronouns and relative adverbs when writing or speaking</td>
<td></td>
<td>Reading Street Grammar Tests</td>
</tr>
<tr>
<td>L.4.1.A. Use relative pronouns (who, whose, whom, which, that) and</td>
<td>• Identify progressive verb tenses in sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relative adverbs (where, when, why).</td>
<td>• Select the appropriate verb tense to use when writing or speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.1.B. Form and use the progressive (e.g., I was walking, I will be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>walking) verb tenses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.2.A. Use correct capitalization.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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

*Language Resource*  
https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805

*Reader’s Response Logs*

*iReady*  
Reading Street Grammar Tests  
Spelling tests
### 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.

- 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

**Mentor Texts**
- *The Sign of the Seahorse* by Graeme Base
- *The Eleventh Hour* by Graeme Base
- *Math Curse* by Jon Scieska
- *Baloney (Henry P)* by Jon Scieska and Lane Smith


### L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those

- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics

*Language Resource* [https://www.teacherspayteachers.com](https://www.teacherspayteachers.com)

iReady

Reading Street Spelling pages
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).

- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

[Link to product](http://example.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805)
<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  
*Plan for introducing Nonfiction http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction  
*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  
• Summarize the key points of a text  
• Explain how the author supports main ideas in informational text with key details | "Eye of the Storm" - Reading Street Unit 3  
*Achievethecore.org – Basal Alignment Project for text dependent questions  
*Readworks.com  
*Digitalreadworks.com  
*Newsela.com  
*Mobymax.com | 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. | • Read text closely to identify key details  
• Explain how or why historical events, scientific ideas or “how to” procedures happened  
• Use the text to support their answers | *https://www.teacherspayteachers.com/Product/RI43-Historical-Scientific-and-Technical-Texts-RI-43-2201096  
"The Great Kapok Tree" – Reading Street Unit 3 | iReady  
Reading Street Fresh Reads |
| RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text | • Determine the meaning of words and phrases in a text  
• Demonstrate the ability to determine | *Readworks.org  
*digitalreadworks.org | iReady |
<table>
<thead>
<tr>
<th>Relevant to a grade 4 topic or subject area.</th>
<th>the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</th>
<th>*Newsela&lt;br&gt;*Study Island&lt;br&gt;*Readwritethink.org&lt;br&gt;*Mobymax.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Identify how a text is organized to describe the structure (i.e.: chronological, comparative, cause/effect, etc)</td>
<td>*&quot;Eye of the Storm&quot; - Reading Street Unit 3&lt;br&gt;*Text Features Lesson from Scholastic: <a href="http://www.scholastic.com/teachers/top-teaching/2013/04/navigating-nonfiction-text-common-core-classroom-part-1">http://www.scholastic.com/teachers/top-teaching/2013/04/navigating-nonfiction-text-common-core-classroom-part-1</a>&lt;br&gt;*Specific lesson on text structure <a href="http://www.scholastic.com/teachers/lesson-plan/teaching-nonfiction-text-structures">http://www.scholastic.com/teachers/lesson-plan/teaching-nonfiction-text-structures</a>&lt;br&gt;<a href="https://www.teacherspayteachers.com/Product/Nonfiction-Text-Structure-Poster-Set-and-Foldable-650158">https://www.teacherspayteachers.com/Product/Nonfiction-Text-Structure-Poster-Set-and-Foldable-650158</a></td>
</tr>
<tr>
<td>*Mentor texts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>(chronology)</td>
<td>How to Raise Monarch Butterflies by Carol Pasternak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow the Water from Brook to Ocean by Arthur Dorros</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberty Rising by Pegi Deitz Shea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who Was...? biography series</td>
<td></td>
</tr>
<tr>
<td>(comparison)</td>
<td>What’s the Difference Between a Leopard and a Cheetah? by Lisa Bullard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Best Foot Forward by Ingo Arndt</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify similarities and differences between firsthand and secondhand accounts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how the point of view impacts the delivery of information in the text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*https://www.teacherspayteachers.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,)

Analyze information presented in various formats to identify key details.

*”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. | • 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 | *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 topic in order to write or speak about the subject knowledgeably. | • 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 demonstrates knowledge of the subject | *“Eye of the Storm”- Reading Street Unit 3, pair with leveled readers  
*https://www.youtube.com/watch?v=lO0TGcRm6LM | iReady |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.4.1. Refer to details and examples in a text</td>
<td>• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</td>
<td>*&quot;The Great Kapok Tree&quot; - Reading Street Unit 3</td>
<td>*4th grade ELA standards based assessments (covers all standards)</td>
</tr>
<tr>
<td></td>
<td>• Make personal connections, make connections to other texts, and/or make global connections when relevant</td>
<td>*see Unit 1 for resources</td>
<td><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></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>*&quot;The Stranger&quot; - Reading Street Unit 3</td>
<td>iReady</td>
</tr>
<tr>
<td></td>
<td>• Refer to the text when drawing conclusions as well as when answering</td>
<td>* Achievethecore.org – Basal Alignment Project for text dependent questions</td>
<td>Reading Street Fresh Reads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Readworks.com</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*digitalreadworks.com</td>
<td></td>
</tr>
</tbody>
</table>
| RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. | directly stated questions | *see Unit 1 for resources*  
*Achievethecore.org – Basal Alignment Project for text dependent questions*  
*Readworks.com*  
*digitalreadworks.com* | iReady  
Reading Street Fresh Reads |
|---|---|---|---|
| • 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  
• Determine the theme or main idea of the text  
• Summarize the key points of a text |
### Unit Two Writing Standards:
**Fourth Grade- Explanatory/Informative Writing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| W.4.2 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 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 | *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/Les](http://www.mensaforkids.org/MFK2/assets/File/Teach/Les) | Rubrics  
Conferences |
<table>
<thead>
<tr>
<th>Language and domain-specific vocabulary to inform about or explain the topic.</th>
<th>• Provide a conclusion related to the information or explanations</th>
<th>sonPlans/Lesson_Hurricanes.pdf</th>
<th><a href="http://seaman.jerichoschools.org/resources/websites_for_learning/4th_grade_severe_weather_web_quest">http://seaman.jerichoschools.org/resources/websites_for_learning/4th_grade_severe_weather_web_quest</a> *writing exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.4.2.e Provide a conclusion related to the information or explanation presented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.)</td>
<td>• Produce writing that is clear and understandable to the reader</td>
<td>*rubrics/checklists</td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td>• Unpack writing tasks (type of writing assignment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unpack writing purpose (the writer’s designated reason for writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focus the organization and development of a topic to reflect the task and purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>• Practice revising and editing skills</td>
<td>*peer conferencing</td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td>• Change word choice and sentence structure in writing to strengthen the piece</td>
<td>*Author’s Chair</td>
<td>Conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Use daily fix sentences to teach</td>
<td></td>
</tr>
</tbody>
</table>
| demonstrate command of Language standards 1-3 up to and including grade 4 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) | how to edit and revise  
• Spend one day editing and one day to revise the sentence and work on word choice |  |
|---|---|---|---|
| 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 | Rubrics |  |
- Take notes and organize their information into categories
- List the sources used

| 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 |
<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</td>
<td>• Use previous knowledge to expand discussions about a topic</td>
<td>*Think-Pair-Share</td>
<td>Teacher observation</td>
</tr>
<tr>
<td>(one-on-one, in groups, and teacher-led) with diverse partners on grade 4</td>
<td>• Engage in conversations about grade-appropriate topics and texts</td>
<td>*Author’s Chair</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>topics and texts, building on others’ ideas and expressing their own</td>
<td>• Participate in a variety of rich, structured conversations</td>
<td>*Reading Street audio texts</td>
<td>Rubrics</td>
</tr>
<tr>
<td>clearly.</td>
<td>• Engage as part of a whole class, in small groups, and with a partner,</td>
<td>*Partner reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sharing the roles of participant, leader, and observer</td>
<td>*Literature circles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engage in collaborative conversations (such as book groups, literature</td>
<td>*District developed prompts for speaking and listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>circles, buddy reading), and develop skills in active (close) listening and</td>
<td></td>
<td></td>
</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.

SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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
- Restate the key information from a written text read aloud or information presented in multiple formats

SL.4.4 Report on a topic or text, tell a story, or recount

- Report on a topic or text, telling a story, or *resource for possible research

*Listener's Response

Rubrics
Teacher observation

Rubrics

524
| 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. | recounting an event in an organized, logical manner  
- Present information orally and in coherent, spoken sentences  
- Use an appropriate pace when presenting  

| 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 | Teacher observation |
# Unit Two Language 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>
| **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., *can*, *may*, *must*) 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). | • 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 | *Reading Street grammar book* - none for modal auxiliaries, or *adjective resource* - Reading Street Grammar workbook pages 81-88  
*Study Island* | iReady  
Reading Street Grammar Tests |
| **L.4.2.** Demonstrate command of the conventions of standard English | • Identify the format for marking direct speech and quotations | *Reading Street grammar workbook* -  
<p>| | | | iReady |</p>
<table>
<thead>
<tr>
<th>Capitalization, punctuation, and spelling when writing.</th>
<th>Apply the rules for marking direct speech and quotations for writing</th>
<th>Quotations/direct speech pages 109-116</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td>Spell grade-appropriate words correctly</td>
<td>*Reader’s Response logs</td>
</tr>
<tr>
<td>L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>Use references as needed to aid in spelling</td>
<td>*Mad Libs</td>
</tr>
<tr>
<td><strong>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
<td><strong>Select the most precise word to convey ideas</strong></td>
<td><strong>Teacher observation</strong></td>
</tr>
<tr>
<td>L.4.3.a Choose words and phrases to convey ideas precisely.</td>
<td>Select punctuation to create effect in writing</td>
<td><strong>iReady</strong></td>
</tr>
<tr>
<td>L.4.3.b Choose punctuation for effect.</td>
<td>Use formal English and informal English in the appropriate settings</td>
<td>*Reader’s Response logs</td>
</tr>
<tr>
<td>L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal</td>
<td></td>
<td>*Journals</td>
</tr>
<tr>
<td><strong>Reading Street Grammar Tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discourse is appropriate (e.g., small-group discussion)</td>
<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.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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

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

iReady
Reading Street Spelling pages

<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,</th>
</tr>
</thead>
</table>

- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics

*Study Island

iReady
Teacher observation
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).

- Choose the most accurate word when describing actions, emotions, or states of being
- 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.</td>
<td>• Identify specific strategies for decoding words in texts</td>
<td>weekly spelling patterns</td>
<td>*4th grade ELA standards based assessments (covers all standards)</td>
</tr>
<tr>
<td>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>• Apply the specific strategies for decoding and spelling multisyllabic words</td>
<td>SpellingCity.com</td>
<td><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></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sparkle game</td>
<td>weekly spelling tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Street Word Study and Spelling Practice Book</td>
<td>iReady</td>
</tr>
</tbody>
</table>
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.

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
- Accurately read grade-level poetry and prose aloud
- 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, fluency, and comprehension

<table>
<thead>
<tr>
<th>contracts</th>
<th>choral reading</th>
<th>partner reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading Street</td>
<td>leveled readers</td>
</tr>
<tr>
<td></td>
<td>Reader’s Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running records</td>
<td>Teacher observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Materials/Resources</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<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><em>see Unit 1 resources&lt;br&gt;</em> Resource for multiple literary skills-&lt;br&gt;<a href="https://macmillanmh.com/ccssreading/imagineit/grade4/">https://macmillanmh.com/ccssreading/imagineit/grade4/</a>&lt;br&gt;ccslh_g4_toc.html&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>
</tr>
<tr>
<td>RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text</td>
<td>• Use various strategies to understand text and read with purpose&lt;br&gt;• Read grade-level poetry and prose aloud accurately</td>
<td>*choral reading&lt;br&gt;*partner reading&lt;br&gt;*Reading Street leveled readers&lt;br&gt;*Reader’s Theater</td>
</tr>
</tbody>
</table>
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 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, fluency, and comprehension |
# Unit Three 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>
<tbody>
<tr>
<td>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.</td>
<td>• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read&lt;br&gt;• Make personal connections, make connections to other texts, and/or make global connections when relevant&lt;br&gt;• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text&lt;br&gt;• Refer to the text when drawing conclusions as well as when</td>
<td>*Reading Street- Unit4Week2 and Week4 leveled readers&lt;br&gt;*Reading Street- Unit4Week2 paired reading pages 436-439&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;*Achievethecore.org – Basal Alignment Project for text dependent questions&lt;br&gt;*Readworks.com&lt;br&gt;*digitalreadworks.com</td>
<td>*4th grade ELA standards based assessments (covers all standards)&lt;br&gt;<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;iReady&lt;br&gt;Reading Street Fresh Reads</td>
</tr>
</tbody>
</table>
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
- Explain how the author supports main ideas in informational text with key details

<table>
<thead>
<tr>
<th></th>
<th>answering directly stated questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>picture book biographies by David Adler</em></td>
<td><em>Reading Street- Unit4Week2 and Week4 leveled readers</em></td>
<td>iReady</td>
</tr>
<tr>
<td><em>Achievethecore.org – Basal Alignment Project for text dependent questions</em></td>
<td><em>Reading Street- Unit4Week2 paired reading pages 436-439</em></td>
<td>Reading Street Fresh Reads</td>
</tr>
<tr>
<td><em>Readworks.com</em></td>
<td><em>digitalreadworks.com</em></td>
<td></td>
</tr>
<tr>
<td><em>Newsela.com</em></td>
<td><em>Mobymax.com</em></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Material/Resources</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>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.</td>
<td>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read &lt;br&gt; • Make personal connections, make connections to other texts, and/or make global connections when relevant &lt;br&gt; • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text &lt;br&gt; • Refer to the text when drawing conclusions as well as when answering directly stated questions</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 &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; *Reader’s Response Logs &lt;br&gt; *Achievethecore.org – Basal Alignment Project for text dependent questions</td>
</tr>
<tr>
<td>Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>----------------</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>
</tr>
<tr>
<td></td>
<td>Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</td>
<td>*see Unit 1 for Mentor Texts</td>
</tr>
<tr>
<td></td>
<td>Identify the theme or main idea of the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summarize the key points of a text</td>
<td></td>
</tr>
<tr>
<td>RL.4.3.</td>
<td>Read text closely, looking for key details regarding character, setting, or plot</td>
<td>*story elements resource-www.learner.org/interactives/story/characters.html</td>
</tr>
<tr>
<td></td>
<td>Analyze story elements for literal and inferential meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refer to the text to describe various story elements</td>
<td></td>
</tr>
<tr>
<td>RL.4.4.</td>
<td>Determine the meaning of words and phrases in a text</td>
<td>*see Unit 1 resources</td>
</tr>
<tr>
<td></td>
<td>Identify words that allude to</td>
<td></td>
</tr>
</tbody>
</table>
| text, including those that allude to significant characters found in literature. | 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 |  |
|---|---|---|
| **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** | **Explain the differences between poems, drama, and prose**  
**Explain how structural elements are used to create an oral or written response to a text** | **iReady**  
**Reading Street Fresh Reads** |
<table>
<thead>
<tr>
<th>Standard/Activity</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 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 |
| RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. | • Link the reading of the text to listening or viewing the same story  
• Compare what was read to what was visualized and heard  
• Cite textual evidence to support comparisons | *Search youtube.com to find an appropriate Cinderella video to make a video-reading connection  
iReady |
| RL.4.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural) | • Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories,  
• *resource for different picture books for Cinderella around the world-  
www.goodreads.com/list/show/854.Cinderella_stories | *resource for different picture books for Cinderella around the world-  
www.goodreads.com/list/show/854.Cinderella_stories  
iReady  
Reading Street Fresh Reads |
ral context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

<table>
<thead>
<tr>
<th>myths, and traditional literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze how the theme is presented in the text</td>
</tr>
<tr>
<td>• Analyze the influence of culture on similar themes</td>
</tr>
</tbody>
</table>
### Unit Three Writing Standards: Fourth Grade - Narrative 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. | - 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 | *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 | 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.) | • Provide a conclusion that follows from the narrated experiences or events | The Sweetest Fig  
Chris Van Allsburg  
Come On, Rain by Karen Hesse  
The Leaving Morning by Angela Johnson | 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.) | • 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 | *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. | **developing a plan for writing**  
- Recognize spelling, grammar, and punctuation errors  
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | **W.4.6**  
- Use digital tools  
- 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 | **Teacher observation Rubrics**  
*Author’s Chair*  
*Peer Conferencing*  
*Microsoft Word and Publisher* |
- 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>*Writing Journals</th>
<th>*Blogging</th>
</tr>
</thead>
</table>

Teacher observation
Conferences
Rubrics
## 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>
</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.  
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 | *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| *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 |
<table>
<thead>
<tr>
<th>carry out assigned roles.</th>
<th>active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)</td>
<td>• Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information</td>
</tr>
<tr>
<td>*Listener’s Response-responding to a speech</td>
<td>Rubrics</td>
</tr>
<tr>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SL.4.4</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 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 | *Reader’s Theater  
*Oral Reports | Teacher observation |
<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.4.1. Demonstrate command of the conventions of</td>
<td>• Identify words that are frequently confused when reading</td>
<td>*Reading Street Unit3Week2 spelling workbook- homophones</td>
<td>iReady</td>
</tr>
<tr>
<td>standard English grammar and usage when writing or</td>
<td>• Use frequently confused words correctly in writing</td>
<td>pages 13-16</td>
<td>Reading Street Grammar Tests</td>
</tr>
<tr>
<td>speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.1.G Correctly use frequently confused words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., to, too, two, there, their).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.2. Demonstrate command of the conventions of</td>
<td>• Identify coordinating conjunctions in sentences</td>
<td>*Reading Street Unit1Week4 grammar workbook- compound</td>
<td>iReady</td>
</tr>
<tr>
<td>standard English capitalization, punctuation, and</td>
<td>• Use a comma before a coordinating conjunction in a compound sentence</td>
<td>sentences pages 13-16</td>
<td>Reading Street Grammar Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| L.4.2.C 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 Unit6Week1 grammar workbook - conjunctions pages 101-104  
*Schoolhouse Rock videos  
*Journals  
*Reader’s Response Logs | Spelling tests |
|—|—|—|—|
| L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed. | — | *Reading Street Unit3Week1 and Week2 vocabulary skills - multiple meaning words  
*Reading Street Unit1Week3, Unit2Week5, Unit4Week3, Unit6Week2, Unit6Week3 - vocabulary skill/research and study | iReady |
| 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. | • 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 | — | — |
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.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.A Explain the meaning of simple similes and metaphors (e.g., *as*.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify similes and metaphors in text</td>
<td></td>
</tr>
<tr>
<td>Explain the meaning of simple similes and metaphors</td>
<td></td>
</tr>
<tr>
<td>Identify idioms, adages, and proverbs in text</td>
<td></td>
</tr>
<tr>
<td>Explain the meaning of common idioms, adages, and proverbs</td>
<td></td>
</tr>
</tbody>
</table>

*Idioms- Tedd Arnold books- More Parts, Marvin Terba, Scholastic Dictionary of Idioms
*Similes and Metaphors- see Unit 1 resources

iReady
Reading Street spelling pages
<table>
<thead>
<tr>
<th>L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</th>
<th>Determine synonyms and antonyms of words to show meaning</th>
<th>*Reading Street Unit1Week3 vocabulary skill- synonyms and antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td>*BrainPop video on synonyms and antonyms</td>
<td>*Reading Street Unit4Week4- research and study skills-thesaurus which addresses synonyms</td>
</tr>
<tr>
<td>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.</td>
<td>Use 4th grade vocabulary fluently when discussing academic or domain-specific topics</td>
<td>iReady Teacher observation</td>
</tr>
<tr>
<td></td>
<td>Choose the most accurate word when describing actions, emotions, or states of being</td>
<td></td>
</tr>
</tbody>
</table>
| 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). | • Choose the most accurate word when discussing a particular topic  
• Use knowledge of synonyms and antonyms to broaden vocabulary |
# Unit Four Reading Foundation 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>
| 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  
*weekly spelling tests  
iReady  
*spelling contracts |
| RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with | • Use various strategies to understand text and read with purpose  
• Read grade-level poetry and prose aloud accurately | *choral reading  
*partner reading  
*Reading Street leveled readers | *Running records  
*Teacher observation |
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.

<table>
<thead>
<tr>
<th>Purpose and understanding.</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>

*Reader’s Theater*
# 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)  
<table>
<thead>
<tr>
<th>Standard</th>
<th>Points to Remember</th>
<th>Resources</th>
<th>iReady</th>
<th>Reading Street Fresh Reads</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>• Identify the key details of a text that support the main idea &lt;br&gt; • Determine the main idea of the text &lt;br&gt; • Summarize the key points of a text &lt;br&gt; • Explain how the author supports main ideas in informational text with key details</td>
<td>*address standard during ongoing lessons with informational text</td>
<td>Achievethecore.org – Basal Alignment Project for text dependent questions</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<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 &lt;br&gt; *Newsela.com &lt;br&gt; *Mobymax.com vocabulary &lt;br&gt; *Study Island</td>
<td>iReady</td>
<td></td>
</tr>
<tr>
<td>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.</td>
<td>• Identify how a text is organized to describe the structure (i.e.: chronological, comparative, cause/effect, etc.)</td>
<td>*website that explains text structures in reading, provides examples and practice (at the bottom of the page) &lt;br&gt; <a href="http://www.ereadingworksheets.com/text-structure/">http://www.ereadingworksheets.com/text-structure/</a></td>
<td>iReady</td>
<td>Reading Street Fresh Reads</td>
</tr>
</tbody>
</table>
| text or part of a text. | *Reading Street Unit 5 Week 4- “Antarctic Journal”  
*see Mentor Texts in Unit 2 | *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 |
|---|---|---|
| **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. | - Identify similarities and differences between firsthand and secondhand accounts  
- Explain how the point of view impacts the delivery of information in the text | 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. | - 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 | iReady  
Reading Street Fresh Reads |
<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 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.4.2.</td>
<td>Determine <strong>the key details to identify theme</strong> in a story, drama, or poem and summarize the text.</td>
<td>*see unit 1 resources</td>
</tr>
<tr>
<td>RL.4.4.</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</td>
<td>*see unit 1 resources</td>
</tr>
<tr>
<td>RL.4.5</td>
<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of *Reading Street-poetry- pgs 130-137 (end of unit 1)</td>
<td>iReady Reading Street Fresh Reads</td>
</tr>
<tr>
<td>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.</td>
<td>create an oral or written response to a text</td>
<td>*Shel Silverstein books, Jack Prelutsky books</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **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 | *The Homework Machine* by Dan Gutman - told from the different student's perspective | iReady  
Reading Street Fresh Reads |
| **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 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</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 | *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 |

**Unit Four Writing Standards:**  
**Fourth Grade- Informative/Explanatory Writing**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.4.2.C</td>
<td>Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.4.2.D</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.4.2.E</td>
<td>Provide a conclusion related to the information or explanation presented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.4.4.</td>
<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><strong>Produce writing that is clear and understandable to the reader</strong>&lt;br&gt;<strong>Unpack writing tasks (type of writing assignment)</strong>&lt;br&gt;<strong>Unpack writing purpose (the writer’s designated reason for writing)</strong>&lt;br&gt;<strong>Focus the organization and development of a topic to reflect the task and purpose</strong></td>
<td><strong>Writer’s workshop</strong>&lt;br&gt;<strong>Zaner-Bloser</strong>&lt;br&gt;Checklists Rubrics</td>
</tr>
</tbody>
</table>
| 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 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 proficiency in keyboarding skills  
• Type at least one page in a single sitting | Microsoft Word |
| 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  
• Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events | Conferences  
Rubrics  
Checklists |
<table>
<thead>
<tr>
<th></th>
<th>Explain how an author uses proof to support a point in informational text</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prove each point with evidence from the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Produce numerous pieces of writing over various time frames</th>
<th></th>
<th>Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop skills in research</td>
<td></td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td>Reflect on and revise writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit Four 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 | *District developed prompts for speaking and listening  
*literature circles address listening and speaking standards  
*Author’s Chair  
*Think-Pair-Share | Teacher observation  
Rubrics  
Self-assessment |
<p>| 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 | | | |</p>
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</td>
</tr>
<tr>
<td>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
</tr>
<tr>
<td>• Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes</td>
</tr>
<tr>
<td>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating</td>
</tr>
<tr>
<td>• Speak for a variety of purposes</td>
</tr>
<tr>
<td>*Reader’s Theater</td>
</tr>
</tbody>
</table>
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.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 spelling workbook  
*Reading Street grammar workbook | iReady |
| 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, | • Spell grade-appropriate words correctly  
• Use references as needed to aid in spelling | *Reading Street spelling workbook  
*Spelling City | weekly spelling tests |
consulting references as needed.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>telegraph, photograph, autograph</em>).</strong></td>
</tr>
<tr>
<td><strong>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</strong></td>
</tr>
<tr>
<td><strong>Decipher the meanings of words and phrases by using sentence context</strong></td>
</tr>
<tr>
<td><strong>Determine the meaning of commonly used prefixes and suffixes</strong></td>
</tr>
<tr>
<td><strong>Separate a base word from the prefix or suffix</strong></td>
</tr>
<tr>
<td><strong>Use the definition of known prefixes and suffixes to define new words</strong></td>
</tr>
<tr>
<td><strong>Identify root words in unknown words</strong></td>
</tr>
<tr>
<td><strong>Use known root words to aid in defining unknown words</strong></td>
</tr>
<tr>
<td><strong>Identify the purpose and use of glossaries and dictionaries</strong></td>
</tr>
<tr>
<td><strong>Determine the structure of</strong></td>
</tr>
<tr>
<td><em>Reading Street Unit 5 Weeks 2, 3, 4- Greek and Latin roots</em></td>
</tr>
<tr>
<td><em>Reading Street spelling workbook-Unit 4 Week 5, Unit 6 Weeks 2, 3, 4</em></td>
</tr>
<tr>
<td><em>Reading Street Unit 4 Week 4- research and study skills-thesaurus which addresses synonyms</em></td>
</tr>
</tbody>
</table>

iReady
Reading Street grammar tests
precise meaning of keywords and phrases | 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, 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  
• Choose the most accurate word when describing actions, emotions, or states of being  
• Choose the most accurate word when discussing a particular topic  
• Use knowledge of synonyms and antonyms to broaden vocabulary  

| *Study island and Moby Max*  
*Reading Street Unit1Week3 vocabulary skill-synonyms and antonyms*  
*BrainPop video on synonyms and antonyms*  
|iReady  
Teacher observation|
<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 |
| RF.5.4.A. Read grade-level text with purpose and understanding. | • Use various strategies to understand text and read with purpose |
| RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | • Accurately read grade-level poetry and prose aloud |
| RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • 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, fluency, and comprehension |
| Reading Street | Satchel Paige |
| Fresh Reads used as Fluency Passages | Frindle |
| Reading Street | BFG (Literature Circle intro book) |
| Fluency Passages | Casey at Bat |
| | New Colossus |

iReady

572
<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 | 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  
Unit 1 open ended questions  
iReady |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | • Summarize the key points of a text  
• Identify details to support the main idea  
• Identify at least two main ideas in informational texts  
• Explain how the author supports main | Newsela  
Kids Discover- Ellis Island, Jackie Robinson, Immigration  
Satchel Paige  
Shutting Out the Sky | Close Reading  
Classwork  
Assessment Passage  
Assessment Questions  
Assessment Answers |
| **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 the text | 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 |
| **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 | Frindle Unit  
Frindle Unit 2  
Frindle Unit 3  
Casey at Bat  
BFG (Literature Circle intro book) | Close Reading Classwork |
<table>
<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>
<th>• 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</th>
<th>Frindle Unit 2 Frindle Unit 3 BFG (Literature Circle intro book) Character/Inference Reading Response</th>
<th>Close Reading Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<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) • Identify metaphors and similes</td>
<td>Frindle Unit 2 Frindle Unit 3 BFG (Literature Circle intro book) Casey at Bat</td>
<td>Close Reading Classwork</td>
</tr>
<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>
<td>Close Reading Classwork iReady</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</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>
<td>Close Reading Classwork iReady</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; 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 | • 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 | Writer’s Workshop Zaner-Bloser | iReady |
<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide a conclusion that follows from the narrated experiences or events</td>
</tr>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>• Produce writing that is clear and understandable to the reader</td>
</tr>
<tr>
<td>• Unpack writing tasks (type of writing assignment)</td>
</tr>
<tr>
<td>• Unpack writing purpose (the writer’s designated reason for writing)</td>
</tr>
<tr>
<td>• Focus the organization and development of a topic to reflect the task and purpose</td>
</tr>
<tr>
<td>Writer’s Workshop Zaner-Bloser</td>
</tr>
<tr>
<td>iReady</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| 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 |
| 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 |

580
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>W.5.10</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
</tr>
<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.</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 &lt;br&gt; • 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</td>
</tr>
<tr>
<td>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</td>
<td></td>
</tr>
<tr>
<td>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td></td>
</tr>
<tr>
<td>SL.5.1.C. Pose and respond to specific questions by making</td>
<td></td>
</tr>
</tbody>
</table>
| SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | **Comments**

- the speaker’s idea, sharing the floor, etc) | **Frindle Unit**

- **Frindle Unit 2**

- BFG (Literature Circle intro book)

- District wide Speaking and Listening prompts

- Literature Circles

- Novel Discussions | **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 | iReady |
| 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 | iReady |
## Unit One 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>
</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  
Language Assessments |
| 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. | | | |
| L.5.2. Demonstrate command of the conventions of standard English | • Define and identify items in a series  
• Separate items in a series using | Reading Street Grammar Book  
Super teacher worksheets | |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
</table>
| L.5.2.A | Use punctuation to separate items in a series.* | appropriate punctuation  
- Spell grade-appropriate words correctly  
- Use references as needed to aid in spelling | Writer’s Workshop/Zaner Bloser |
| L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed. | | 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. | 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 | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser |
<table>
<thead>
<tr>
<th>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</th>
<th>define and clarify words</th>
<th></th>
</tr>
</thead>
</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 meanings in text | • 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 contexts | Reading Street Grammar Book  
Super teacher worksheets  
Writer's Workshop/Zaner Bloser |
| --- | --- | --- |
**understand each of the words**

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).

| • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics | Reading Street Grammar Book Super teacher worksheets Writer’s Workshop/Zaner Bloser |
| • 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 vocabulary | |

**iReady Language Assessments**
<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.5.3.A. Use combined knowledge of all letter-sound correspondences,</td>
<td>• Identify specific strategies for decoding words in texts</td>
<td>Number The Stars</td>
<td>Reading Street</td>
</tr>
<tr>
<td>syllabication patterns, and morphology (e.g., roots and affixes) to</td>
<td>• Apply the specific strategies for decoding and spelling</td>
<td>The Holocaust</td>
<td>Fresh Reads used</td>
</tr>
<tr>
<td>read accurately unfamiliar multisyllabic words in context and out of</td>
<td>multisyllabic words</td>
<td>Denmark: Resistance to Nazi Germany</td>
<td>as Fluency Passages</td>
</tr>
<tr>
<td>context.</td>
<td></td>
<td>America’s Bird Soars</td>
<td>Reading Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature Circle Guide 2</td>
<td>Fluency Passages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature Circles</td>
<td>iReady</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The One and Only Ivan-570</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In The Year of the Boar and Jackie Robinson-730</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Jackie and Me-610</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Esperanza Rising-740</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Steal Away-690</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making Bombs for Hitler-760</td>
<td></td>
</tr>
<tr>
<td>RF.5.4.A. Read grade-level text</td>
<td>• Use various strategies to understand text</td>
<td>Number The Stars</td>
<td>Reading Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Holocaust</td>
<td>Fresh Reads used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denmark: Resistance to Nazi Germany</td>
<td>as Fluency Passages</td>
</tr>
</tbody>
</table>
with purpose and understanding.

RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<table>
<thead>
<tr>
<th>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, fluency, and comprehension</td>
</tr>
</tbody>
</table>

**Nazi Germany America’s Bird Soars**

**Literature Circle Guide**

**Literature Circle Guide 2**

**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

**Reading Street Fluency Passages**

**iReady**
# Unit Two Reading Information Standards:
## Fifth Grade

<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 | 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 details; | • Summarize the key points of a text  
• Identify details to support the main idea | Newsela  
Kids Discover-World War II, Animal Selections | iReady |
| 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 | 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  
The Holocaust Denmark: Resistance to Nazi Germany  
America’s Bird Soars  
Reading Response | Close Reading  
Classwork  
Unit 2 open ended questions |
|---|---|---|---|
| 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 | The Holocaust Denmark: Resistance to Nazi Germany  
America’s Bird Soars  
An Argument Against Zoos  
Activity  
Kids Discover-World War II, Animal Selections  
Reading Response | iReady  
Close Reading  
Classwork  
Unit 2 open ended questions |
| 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 | Newsela  
Kids Discover-WWII, Animal Selections  
Introduction to World War II  
Passage to Freedom: The 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  
Activity  
Reading Response |
|---|---|---|
| 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 | Newsela  
Kids Discover-WWII, Animal Selections  
Introduction to World War II  
America’s Bird Soars  
The Holocaust Denmark: Resistance to Nazi Germany  
The Holocaust Denmark: Resistance to Nazi Germany  
An Argument Against Zoos  
Activity  
Reading Response |
<table>
<thead>
<tr>
<th>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the similarities and differences unique to the various perspectives presented in text</td>
</tr>
<tr>
<td>• Give descriptions about how the information is presented for each perspective</td>
</tr>
<tr>
<td>Newsela</td>
</tr>
<tr>
<td>Kids Discover-World War II, Animal Selections</td>
</tr>
<tr>
<td>Introduction to World War II</td>
</tr>
<tr>
<td>America’s Bird Soars</td>
</tr>
<tr>
<td>Passage to Freedom: The Sugihara Story</td>
</tr>
<tr>
<td>Jane Goodall’s 10 Ways to Help Save Wildlife</td>
</tr>
<tr>
<td>The Holocaust Denmark: Resistance to Nazi Germany</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence are most effective.</td>
</tr>
</tbody>
</table>

**Unit 2 open ended questions**
| evidence support which point(s) | • Prove each point with evidence from the text  
• Explain how an author uses proof to support a point in the text | 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 | Close Reading Classwork  
Unit 2 open ended questions |
|---|---|---|---|
| RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject | • Find similarities and differences in themes and topics when reading stories of the same genre  
• Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) | Newsela  
Kids Discover-World War II, Animal Selections  
Introduction to World War II  
America’s Bird Soars  
The Holocaust Denmark: Resistance to Nazi Germany | iReady  
Close Reading Classwork  
Unit 2 open ended questions |
| knowledgeably | Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject | Passage to Freedom: The Sugihara Story  
Jane Goodall’s 10 Ways to Help Save Wildlife  
An Argument Against Zoos Activity  
Reading Response |

| 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>
</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 | Number the Stars Novel Study  
Number the Stars Novel Study 2  
Reading Response  
Literature Circle Guide  
Literature Circle Guide 2 | iReady  
Unit 2 open ended questions |
| RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. | - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text | **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 | **Number the Stars Novel Study**  
**Number the Stars Novel Study 2**  
**Book Summary-Theme**  
**Theme**  
**Character/Inference Reading Response**  
**Literature Circle Guide**  
**Literature Circle Guide 2**  
**iReady Unit 2 open ended questions** |
<table>
<thead>
<tr>
<th>Literature Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>The One and Only Ivan-570</td>
</tr>
<tr>
<td>The Year of the Boar and Jackie Robinson-730</td>
</tr>
<tr>
<td>Jackie and Me- 610</td>
</tr>
<tr>
<td>Esperanza Rising-740</td>
</tr>
<tr>
<td>Steal Away-690</td>
</tr>
<tr>
<td>Making Bombs for Hitler-760</td>
</tr>
</tbody>
</table>

**Number the Stars Foldable**
<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. 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. W.5.2.B. Develop the topic with facts, definitions, concrete information. | - 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 information when appropriate  
- Purposefully select information to develop the topic  
- Link ideas within paragraphs and sections of information  
- Use transitional words, phrases, and clauses | Animal Research | iReady |
<table>
<thead>
<tr>
<th>W.5.2.C</th>
<th>W.5.2.D</th>
<th>W.5.2.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a conclusion related to the information or explanation presented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Select specific language and vocabulary to convey ideas and information
- Write a conclusion that is related to the information or explanation presented

| 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) |

- 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)

<table>
<thead>
<tr>
<th>Animal Research</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>iReady</th>
</tr>
</thead>
</table>
| 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.) | • Focus the organization and development of a topic to reflect the task and purpose | • 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) | Animal Research |
| W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing | • Use digital tools to collaborate on written works  
• Ask for guidance when appropriate | Animal Research |


as well as to interact and collaborate with others.

- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- 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. 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
### Unit Two 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>
</tr>
</thead>
<tbody>
<tr>
<td>SL.5.1. Engage effectively in a range of collaborative discussions</td>
<td>• Use previous knowledge to expand discussions about a topic</td>
<td>• District wide Speaking and Listening</td>
<td>iReady</td>
</tr>
<tr>
<td>(one-on-one, in groups, and teacher-led) with diverse partners on grade</td>
<td>• Engage in conversations about grade-appropriate topics and texts</td>
<td>prompts</td>
<td></td>
</tr>
<tr>
<td>5 topics and texts, building on others' ideas and expressing their own</td>
<td>• Participate in a variety of rich, structured conversations</td>
<td>• Literature Circles</td>
<td></td>
</tr>
<tr>
<td>clearly.</td>
<td>• Engage as part of a whole class, in small groups, and with a partner, sharing</td>
<td>• Novel Discussions</td>
<td></td>
</tr>
<tr>
<td>SL.5.1.A. Explicitly draw on previously read text or material and other</td>
<td>the roles of participant, leader, and observer</td>
<td>• Literature Circle Guide</td>
<td></td>
</tr>
<tr>
<td>information known about the topic to explore ideas under discussion.</td>
<td>• Engage in collaborative conversations (such as book groups, literature circles</td>
<td>• Literature Circle Guide 2</td>
<td></td>
</tr>
<tr>
<td>SL.5.1.B. Follow agreed-upon rules for discussions and carry</td>
<td>buddy reading), and develop</td>
<td>Literature Circles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The One and Only Ivan-570</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In The Year of the Boar and Jackie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robinson-730</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Jackie and Me-610</td>
<td></td>
</tr>
</tbody>
</table>
| 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. | 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) | • Esperanza Rising-740  
• Steal Away-690  
• Making Bombs for Hitler-760 |
|---|---|---|
| SL.5.1.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  
• 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](#) |
| 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). | | 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. Literature Circle Guide. Literature Circle Guide 2. |
| 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 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  
• Literature Circle Guide  
• Literature Circle Guide 2 |
| Literature Circles | • The One and Only Ivan-570 |

iReady
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>In The Year of the Boar and Jackie</td>
<td>730</td>
</tr>
<tr>
<td>Robinson</td>
<td></td>
</tr>
<tr>
<td>Jackie and Me</td>
<td>610</td>
</tr>
<tr>
<td>Esperanza Rising</td>
<td>740</td>
</tr>
<tr>
<td>Steal Away</td>
<td>690</td>
</tr>
<tr>
<td>Making Bombs for Hitler</td>
<td>760</td>
</tr>
</tbody>
</table>
# Unit Two 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>
</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  
Language Assessments |
| 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. |  |  |  |
| L.5.2. Demonstrate command of the conventions of standard English | • Define and identify items in a series  
• Separate items in a series using | Reading Street Grammar Book  
Super teacher worksheets |  |
<table>
<thead>
<tr>
<th>Capitalization, punctuation, and spelling when writing.</th>
<th>Appropriate punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.2.A. Use punctuation to separate items in a series.*</td>
<td>Spell grade-appropriate words correctly</td>
</tr>
<tr>
<td>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>Use references as needed to aid in spelling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.</th>
<th>Identify sentences in writing that need revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
<td>Revise writing by expanding, combining, and reducing sentences</td>
</tr>
<tr>
<td>L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</td>
<td>Determine similarities and differences in the presentation of English used in stories</td>
</tr>
</tbody>
</table>

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

<p>| | iReady Language Assessments |
| | iReady Language Assessments |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.4.4</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>
<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.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>L.4.4.C</td>
</tr>
<tr>
<td>L.5.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that</td>
<td>Use 5th grade vocabulary fluently when discussing academic or</td>
</tr>
<tr>
<td></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>
<td></td>
</tr>
</tbody>
</table>

| Reading Street Grammar Book Super teacher worksheets Writer’s Workshop/Zaner Bloser | | | iReady Language Assessments |
| signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | 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 vocabulary | Writer’s Workshop/Zaner Bloser | iReady Language Assessments |
## Unit Three Reading Foundation 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>RF.5.3.A. Use combined knowledge of all letter-sound correspondences,</td>
<td>• Identify specific strategies for decoding words in texts</td>
<td>Mahalia Jackson</td>
<td>Reading Street</td>
</tr>
<tr>
<td>syllabication patterns, and morphology (e.g., roots and affixes) to</td>
<td>• Apply the specific strategies for decoding and spelling</td>
<td>Leonardo’s Horse</td>
<td>Fresh</td>
</tr>
<tr>
<td>read accurately unfamiliar multisyllabic words in context and out of</td>
<td>multisyllabic words</td>
<td>Literature Circles</td>
<td>Reads used as</td>
</tr>
<tr>
<td>context.</td>
<td></td>
<td></td>
<td>Fluency Passages</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fluency Passages</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mahalia Jackson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leonardo’s Horse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature Circles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because of Mr. Terupt-560</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Holes- 660</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework Machine-680</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From the Mixed-up Files- 700</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Frisby and the Rats of Nimh-780</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>iReady</td>
</tr>
</tbody>
</table>
| **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 readings. | **RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **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**  
**iReady** |
<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.5.1. Quote</td>
<td>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</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 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 Classwork</td>
</tr>
<tr>
<td>accurately from a</td>
<td>• Make personal connections, make connections to other texts, and/or make global connections when relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>text, and make</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></td>
<td></td>
</tr>
<tr>
<td>relevant connections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when explaining what</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the text says</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explicitly and when</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawing inferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.5.2. Determine</td>
<td>• Summarize the key points of a text</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 Passage&lt;br&gt;New Vinci&lt;br&gt;Readworks Answers</td>
<td>Unit 3 open ended questions part 1&lt;br&gt;Unit 3 open ended questions part 2</td>
</tr>
<tr>
<td>two or more main</td>
<td>• Identify details to support the main idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ideas of a text and</td>
<td>• Identify at least two main ideas in informational texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>explain how they</td>
<td>• Explain how the author supports main idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are supported by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>key details;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>summarize the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas in informational text with key details</td>
<td>Kids Discover-Renaissance, Leonardo Da Vinci</td>
<td>iReady Close Reading Classwork</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>RI.5.6.</strong> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>• Discuss the similarities and differences unique to the various perspectives presented in text • Give descriptions about how the information is presented for each perspective</td>
<td>Mahalia Jackson Leonardo’s Horse Leonardo’s Horse Writing Task New Vinci Readworks Passage New Vinci Readworks Answers Kids Discover-Renaissance, Leonardo Da Vinci</td>
<td>Unit 3 open ended questions part 1 Unit 3 open ended questions part 2 iReady Close Reading Classwork</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
<td>Material/Resources</td>
<td>Assessments/Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</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 |
### 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

### RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on

- RL.5.3: Examine texts to find similarities and differences, focusing on characters, setting, events, individuals,

### Resources

<p>| 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 | |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.5.4. Determine the meaning of words and phrases as they are used</strong></td>
<td><strong>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</strong>&lt;br&gt;<strong>Identify metaphors and similes</strong></td>
</tr>
<tr>
<td>in a text, including figurative language such as metaphors and similes.</td>
<td><strong>Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable</strong></td>
</tr>
<tr>
<td><strong>specific details in the text (e.g., how characters interact).</strong></td>
<td>iReady</td>
</tr>
<tr>
<td><strong>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</strong></td>
<td>Bridge To Terabithia Foldable Literature Circles&lt;br&gt;<strong>Because of Mr. Terupt-560</strong>&lt;br&gt;<strong>Holes-660</strong>&lt;br&gt;<strong>Homework Machine-680</strong>&lt;br&gt;<strong>From the Mixed-up Files-700</strong>&lt;br&gt;<strong>Ms. Frisby and the Rats of Nimh-780</strong></td>
</tr>
<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></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Because of Mr. Terupt-560</td>
</tr>
<tr>
<td>• Holes- 660</td>
</tr>
<tr>
<td>• Homework Machine-680</td>
</tr>
<tr>
<td>• From the Mixed–up Files- 700</td>
</tr>
<tr>
<td>• Ms. Frisby and the Rats of Nimh-780</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bridge To Terabithia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readworks Resources</td>
</tr>
<tr>
<td>Text Structure Power Point</td>
</tr>
<tr>
<td>Bridge To Terabithia Foldable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>iReady</td>
</tr>
</tbody>
</table>
• 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.5.6. 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
<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
</table>
| • 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)  
<p>| iReady |</p>
<table>
<thead>
<tr>
<th>Literature Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Because of Mr. Terupt-560</td>
</tr>
<tr>
<td>• Holes- 660</td>
</tr>
<tr>
<td>• Homework Machine-680</td>
</tr>
<tr>
<td>• From the Mixed-up Files- 700</td>
</tr>
<tr>
<td>• Ms. Frisby and the Rats of Nimh-780</td>
</tr>
</tbody>
</table>

- The Legend of the Goddess Tin Hau, or Mazu
- Answers
- Comic and Graphic Novel Activity
- Hercules Activity
<table>
<thead>
<tr>
<th>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 traditional literature from different cultures.</th>
</tr>
</thead>
</table>
| • Find similarities and differences in themes and topics when reading stories of the same genre  
  • Connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge)  
  • Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g., stories, myths, and traditional literature from different cultures)  
  | 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 Goddess Tin Hau, or Mazu  
  The Legend of the Goddess Tin Hau, or Mazu Answers  
  Comic and Graphic Novel Activity  
  Hercules Activity  
  Literature Circles  | iReady |
### Unit Three Writing Standards:
#### Fifth Grade- Narrative Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Because of Mr. Terupt</td>
<td>560</td>
<td>- Holes- 660</td>
<td></td>
</tr>
<tr>
<td>- Holes- 660</td>
<td></td>
<td>- Homework Machine- 680</td>
<td></td>
</tr>
<tr>
<td>- Homework Machine- 680</td>
<td></td>
<td>- From the Mixed-up Files- 700</td>
<td></td>
</tr>
<tr>
<td>- From the Mixed-up Files- 700</td>
<td></td>
<td>- Ms. Frisby and the Rats of Nimh-780</td>
<td></td>
</tr>
</tbody>
</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 | 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 | Writer’s Workshop Zaner-Bloser | iReady |
<table>
<thead>
<tr>
<th>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.</th>
<th><strong>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</strong></th>
<th><strong>Use digital tools to collaborate on written works</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Ask for guidance when appropriate</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Use technology for producing and publishing writing, and collaborating with others</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Demonstrate keyboarding skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writer’s Workshop Zaner-Bloser</strong></td>
</tr>
<tr>
<td>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td><strong>Use strategies for reading literary and informational text to investigate topics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Explain how an author uses proof to support a point in informational text</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prove each point with evidence from the text</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Combine information from several texts about the same</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writer’s Workshop Zaner-Bloser</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iReady</td>
</tr>
</tbody>
</table>
| 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 Three 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>
</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. | • 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 | • 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 | iReady |
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.

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
| 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 | • From the Mixed–up Files- 700  
• Ms. Frisby and the Rats of Nimh-780 | • 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 |
| 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  
• Holes-660  
• Homework Machine-680 |
<table>
<thead>
<tr>
<th>From the Mixed-up Files</th>
<th>700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Frisby and the Rats of Nimh</td>
<td>780</td>
</tr>
<tr>
<td>Standard</td>
<td>How to Implement</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
</tr>
</tbody>
</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.  
L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | • 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  
[Language Assessments](#) |
| L.5.2. Demonstrate command of the conventions of standard English | • Define and identify items in a series  
• Separate items in a series using appropriate punctuation | Reading Street Grammar Book  
Super teacher worksheets | iReady |
| Capitalization, punctuation, and spelling when writing. | Spell grade-appropriate words correctly  
Use references as needed to aid in spelling | Writer's Workshop/Zaner Bloser | Language Assessments |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.2.A. Use punctuation to separate items in a series.*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| L.4.4. 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. | 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 | Reading Street Grammar Book  
Super teacher worksheets  
Writer's Workshop/Zaner Bloser | |
| 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. | | | |

---

* Denotes a standard that is repeated from a previous grade.
<table>
<thead>
<tr>
<th>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</th>
<th>define and clarify words</th>
<th></th>
</tr>
</thead>
</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 | Bridge To Terabithia  
Readworks Resources  
Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser  
iReady  
Language Assessments |
<table>
<thead>
<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>
<th><strong>words, like homographs</strong></th>
</tr>
</thead>
</table>
| • 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 vocabulary | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser |
<p>| iReady Language Assessments |</p>
<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 | Reading Street  
Fresh  
Reads used as Fluency Passages  
Reading Street Fluency Passages  
iReady |
<table>
<thead>
<tr>
<th>RF.5.4.A. Read grade-level text with purpose and understanding.</th>
<th>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</th>
<th>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use various strategies to understand text and read with purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accurately read grade-level poetry and prose aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use an appropriate rate and expression when reading aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use various strategies to support word recognition and understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mountain-810</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mr. Poppers Penguins - 910</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Westlandia</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Unsinkable Wreck of The R.M.S. Titanic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shared Reading (Poetry Novel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Inside Out and Back Again” by Thanhha Lai</td>
</tr>
</tbody>
</table>

Reading Street Fresh |
Fluency Passages Reading Street Fluency Passages Inside Out and Back Again Educators Guide |
iReady |
<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 key details; summarize the text. | • Summarize the key points of a text  
• Identify details to support the main idea  
• Identify at least two main ideas in informational texts | The Unsinkable Wreck of The R.M.S. Titanic  
Newsela  
Kids Discover- | iReady  
Unit 4 Open-ended Questions |
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain how the author supports main ideas in informational text with key details</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>
</tr>
<tr>
<td>Identify metaphors and similes</td>
</tr>
<tr>
<td>Analyze similes and metaphors in text and how it impacts the reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5 Open-ended Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading Classwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Unsinkable Wreck of The R.M.S. Titanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsela</td>
</tr>
<tr>
<td>Kids Discover</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Unsinkable Wreck of The R.M.S. Titanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsela</td>
</tr>
<tr>
<td>Kids Discover</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iReady</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 Open-ended Questions</td>
</tr>
<tr>
<td>Unit 5 Open-ended Questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iReady</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 Open-ended Questions</td>
</tr>
<tr>
<td>Unit 5 Open-ended Questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Close Reading Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading Classwork</td>
</tr>
</tbody>
</table>
| 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 | 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 |
|---|---|---|
| *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 | 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 | 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 |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Read texts with scaffolding as needed</td>
<td></td>
</tr>
</tbody>
</table>
# Unit Four Reading Literature Standards:  
**Fifth Grade**

<table>
<thead>
<tr>
<th>Standard</th>
<th>How to Implement</th>
<th>Material/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.1. Quote accurately from a text, and make</td>
<td>• Read texts closely (questioning, determining importance, looking for patterns)</td>
<td><strong>Tuck Everlasting</strong></td>
<td><strong>Charlotte Doyle Guide</strong></td>
</tr>
<tr>
<td>relevant connections when explaining what the</td>
<td>to make meaning of what was read</td>
<td><strong>Foldable</strong></td>
<td></td>
</tr>
<tr>
<td>text says explicitly and when drawing inferences</td>
<td>• Make personal connections, make connections to other texts, and/or make</td>
<td><strong>Tuck Everlasting Unit 1</strong></td>
<td></td>
</tr>
<tr>
<td>from the text.</td>
<td>global connections when relevant</td>
<td><strong>Tuck Everlasting Unit 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use quotes or references from a text when explaining what the text says</td>
<td><strong>Charlotte Doyle</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>explicitly and/or when explaining inferences drawn from the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Literature Circles:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Snow Treasure-690</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Out of My Mind-700</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Thing About Jellyfish-740</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rules-780</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My Side of the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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 | Mountain-810  
Mr. Poppers Penguins -910 | Tuck Everlasting Foldable  
Tuck Everlasting Unit 1  
Tuck Everlasting Unit 2  
Charlotte Doyle Guide  
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 |
<table>
<thead>
<tr>
<th>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</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>
</tr>
<tr>
<td>• Identify metaphors and similes</td>
</tr>
<tr>
<td>• Analyze similes and metaphors in text and how it impacts the reader</td>
</tr>
</tbody>
</table>
| **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** |

<table>
<thead>
<tr>
<th>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• RL.5.5: • Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) •</td>
</tr>
</tbody>
</table>
| **Tuck Everlasting Foldable**  
**Tuck Everlasting Unit 1** |
| **Charlotte Doyle Guide** |
| 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 | **Tuck Everlasting Foldable**  
**Tuck Everlasting Unit 1**  
**Tuck Everlasting Unit 2**  
Charlotte Doyle | **Charlotte Doyle Guide** | **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 |  
| particular story, drama, or poem | Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text |  

<table>
<thead>
<tr>
<th>Literature Circles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Snow Treasure-690</td>
</tr>
<tr>
<td>• Out of My Mind-700</td>
</tr>
<tr>
<td>• The Thing About Jellyfish-740</td>
</tr>
<tr>
<td>• Rules-780</td>
</tr>
<tr>
<td>• My Side of the Mountain-810</td>
</tr>
</tbody>
</table>

Mr. Poppers Penguins - 910

*RL.5.10. 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 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

Tuck Everlasting Foldable
Tuck Everlasting Unit 1
Tuck Everlasting Unit 2
Charlotte Doyle

Literature Circles:

Charlotte Doyle Guide
<table>
<thead>
<tr>
<th>Appropriately complex texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read texts with scaffolding as needed</td>
</tr>
</tbody>
</table>

<p>| 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 |</p>
<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. 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. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). | - 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 information when appropriate  
- Purposefully select information to develop the topic  
- Link ideas within paragraphs and sections of information  
- Use transitional words, phrases, and clauses | Writer's Workshop Zaner-Bloser | iReady |
<table>
<thead>
<tr>
<th>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</th>
<th>• Select specific language and vocabulary to convey ideas and information • Write a conclusion related to the information or explanation presented.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.2.E. Provide a conclusion related to the information or explanation presented.</td>
<td>• Select specific language and vocabulary to convey ideas and information • Write a conclusion related to the information or explanation presented.</td>
<td></td>
</tr>
<tr>
<td>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.)</td>
<td>• 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</td>
<td>Writer’s Workshop Zaner-Bloser iReady</td>
</tr>
<tr>
<td>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</td>
<td>• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece</td>
<td>Writer’s Workshop Zaner-Bloser 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 Connect to Social Studies/Science Curriculum | American Revolution Research Posters  
Women’s History |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 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 | **Black History**

| 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 | Writer’s Workshop Zaner-Bloser | **Exploring Non-fiction Using Classroom Periodicals**
<table>
<thead>
<tr>
<th>Differences between two or more characters, settings or events</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how an author uses proof to support a point in informational text</td>
</tr>
<tr>
<td>• Prove each point with evidence from the text</td>
</tr>
<tr>
<td>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</td>
</tr>
</tbody>
</table>

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

iReady
<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. | • 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 | • 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 | iReady |

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
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
</tr>
<tr>
<td>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</td>
</tr>
<tr>
<td>• Identify main ideas and themes of a presentation • Combine audio recordings and visual displays when appropriate to</td>
</tr>
<tr>
<td>• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions Literature Circles:</td>
</tr>
<tr>
<td>iReady</td>
</tr>
</tbody>
</table>
| the development of main ideas or themes | enhance the development of main ideas or themes | • 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 |
| 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  
  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 |
## 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>
</tr>
</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.  
L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | • 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 |
| L.5.2. Demonstrate command of the conventions of standard English | • Define and identify items in a series  
• Separate items in a series using | Reading Street Grammar Book  
Super teacher worksheets |  |
| capitalization, punctuation, and spelling when writing. | appropriate punctuation  
- Spell grade-appropriate words correctly  
- Use references as needed to aid in spelling | Writer’s Workshop/Zaner Bloser | iReady |
|---|---|---|---|
| L.5.2.A. Use punctuation to separate items in a series.* | L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed. | L.4.4. 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. | 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 aid in understanding | Reading Street Grammar Book  
Super teacher worksheets  
Writer’s Workshop/Zaner Bloser | iReady |
<table>
<thead>
<tr>
<th>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</th>
<th>define and clarify words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>• 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 vocabulary</td>
<td>Reading Street Grammar Book Super teacher worksheets Writer’s Workshop/Zaner Bloser</td>
</tr>
</tbody>
</table>
# New Jersey Student Learning Standards for English Language Arts

## Reading Standards: Literature and Informational Text for Grade 6

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
<th>Reading Standards for Informational Text</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. | RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. | • R 6.1 – 6.10 Mini Lessons  
• R 6.1 – 6.1 Multiple Texts  
• R 6.1, 6.4, 6.5 Literature Circles  
• R 6.1, 6.4, 6.5 Socratic Circles  
• R 6.1, 6.4, 6.5 Fish Bowl Discussions  
• R 6.1, 6.4, 6.5 | • Teacher Observation  
• Student Oral Responses  
• Mini Lesson Assessment  
• Literature Circle Role Sheet  
• Graphic Organizers  
• Application of Mini Lesson |
| RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from | RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text | | |
personal opinions or judgments.

RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, paragraph, chapter, or stanza fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the ideas.

Carousel Brainstorming

• R 6.1-6.6, 6.10

Jigsaw Roles

• R 6.1, 6.2, 6.3

Plot Diagrams

• R 6.1, 6.2, 6.3

Making Inferences

• R 6.2 – 6.6

Active Reading Strategies

• R 6.2, 6.7-6.10

Genre Study

• R 6.2, 6.3

Response Log

• R 6.2, 6.6-6.9

Choice Book Assignments

• R 6.2, 6.4, 6.5, 6.6

Conceptual Readiness

• R 6.3, 6.4

Highlighting Skills

• Rubrics/Checklists

• Self Assessment

• Effective Questioning

• Benchmark Assessment
development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas**

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare and contrast texts in purpose in a text and explain how it is conveyed in the text.

**Integration of Knowledge and Ideas**

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and

- R 6.4, 6.5
  - Frayer Model
- R 6.4, 6.5, 6.7-6.9
  - Graphic Organizers
- R 6.4, 6.5, 6.6
  - Poetry Analysis
- R 6.6 – 6.9
  - Think, Pair, Share
- R 6.6, 6.9, 6.10
  - Author’s Purpose
- R 6.7 – 6.10
  - Technology Resources
- R 6.7-6.10
  - Venn Diagram
different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.6.1. Cite textual evidence and make relevant connections to</td>
<td></td>
</tr>
<tr>
<td>support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>RL.6.2.</strong> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td><strong>RI.6.2.</strong> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
<tr>
<td><strong>RL.6.3.</strong> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
<td><strong>RI.6.3.</strong> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
</tr>
</tbody>
</table>

**Craft and Structure**

| **RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. | **RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are
what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with supported by reasons and evidence from claims that are not.

RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
scaffolding as needed at the high end of the range.

**Reading: Literature and Informational Text: Materials and Resources for Grade 6**

**6th Grade Novels** (multiple copies and teacher guides available for whole classes)

**Realistic Fiction and Science Fiction/Fantasy**
- *Holes* by Louis Sachar *video available for standard RL 6.7*
- *Hatchet* by Gary Paulsen *video available for standard RL 6.7*
- *Maniac Magee* by Jerry Spinelli *video available for standard RL 6.7*
- *Earth to Matthew* by Paula Danziger
- *Westing Game* by Ellen Raskin *video available for standard RL 6.7*
- *Misfits* by James Howe
- *No More Dead Dogs* by Korman
- *A Wrinkle in Time* by Madeline L’Engle

**Historical Fiction (useful for pairing with nonfiction and informational text)**
- *Fever* by Laurie Hause Anderson
  - *Philadelphia: The Great Experiment Fever 1793* --- documentary available for background development and information (available via youtube)
  - *Google Lit Trip : Fever 1793*: [http://gltglobaled.org/kml/L15h024a.zip](http://gltglobaled.org/kml/L15h024a.zip)  Students will be able to use Google Earth to locate historical buildings and areas related to 1793. (*great potential for an actual field trip to Philadelphia*)
  - Pair with nonfiction reading on vaccines, epidemics, the yellow fever epidemic in Philadelphia in 1793
- *Devil’s Arithmetic* by Jane Yolen *video available for standard RL 6.7*
  *pair with nonfiction reading on the Holocaust*
- **Roll of Thunder** by Mildred Taylor *video available for standard RL 6.7
  *pair with nonfiction reading on the topic of racism, prejudice, and the Great Depression

**Choice Reading**: multiple copies of various texts for a myriad of interests available from classroom libraries or VMS school library.
- *Please note 6th grade classes follow the guidelines provided by The American Library Association (ALA). Students in 6th grade must have written parent permission to read novels classified as Young Adult. (YA)

**Supplemental Materials**

- **Scope Magazine**: shared subscription for 6th and 7th grade (located in D20) Issues are great resources for poetry, stories, paired text, debates, grammar, informational text, narrative nonfiction and videos that accompany the narrative nonfiction stories.
- **Newsela.com (also available as an app)** free website with current events articles. Lexile levels can be adjusted; a helpful tool that enables teachers to use the same content for all students while accommodating for different reading abilities by adjusting lexile levels for students needing the accommodation.
- **Readwritethink.org** – free website with complete lesson plans and strategies for instruction in reading literature and nonfiction
- **Read Magazines**- archived issues located in room D8. These magazines contain plays and stories that often pair well with the novels.
- **Study Island**- comprehensive district wide computer based program offering explicit reinforcement in all areas of reading instruction. The program includes assessment and immediate feedback for students and teachers.
- **Scholastic News Magazine**-shared subscription for 6th grade, for levels 5/6, nonfiction current events magazine
• **Moby Max** *(mobymax.com)* A standards-based assessment tool that monitors student growth as students try and retry questions for multiple subjects. Useful for developing test taking skills. Teachers set up classes and individual accounts for students.

• **TeenInk.com**: a national teen magazine, book series, and website devoted entirely to teenage writing, art, photos and forums *for mature students only due to mature topics*
  *archived hardcopy issues of TeenInk magazine available in room D6

• **Readworks.org**: website with articles of the day, skill and strategy units, reading passages, paired readings leveled with questions sets, (great for comparing texts) multiple lexile levels available, various text types: literary, informational, and poetry.

• **Readworks Digital** *(digital.readworks.org)* A new site similar to Readworks.org as described above, with an added component that allows students to answer question sets online. On ReadWorks Digital, multiple-choice questions will be automatically graded. You can set up classes and assign text and question sets to students.

• **Vocabulary.com**: this site provides definitions and helps students study words with games, examples, and questions. Teachers can create and record class vocabulary lists and give assignments.

• **Poets.org**: a site for the study of poetry. It provides poems, poets, a new unpublished poem every day, audios and video readings of poems.

**Suggested Educational Resources from New Jersey’s Curricular Framework**
(click on the bulleted items below to go to recommended sites)

- Close In on Close Reading
- How To Close Reading Video
- Teaching Channel: Thinking Notes Strategy For Close Reading
- Common Core Reading Strategies Informational Text
- Summary-Non-Fiction Text
- YouTube Reading Lessons Middle School
- Common Core Strategies
- Teaching Reading
- Close Reading Model Lessons
• Literary Analysis
• Teaching Theme
• Character Analysis
• Teaching Vocabulary

VMS English and Language Arts (ELA) Professional Resource Staff
The following people are members of the VMS staff who are available for teacher support and serve as resources for ELA staff:
Eileen Penman, Reading Specialist and Literacy Coach
Shari Kauffman, Technology Specialist
Stacey Fulton, Media Specialist/Librarian
<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Implement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Jersey Student Learning Standards for English Language Arts

Writing Standards for Grade 6
<table>
<thead>
<tr>
<th><strong>Text Types and Purposes</strong></th>
<th></th>
</tr>
</thead>
</table>
| **W.6.1.** Write arguments to support claims with clear reasons and relevant evidence. | • **W 6.1**  
Student Lead Debate  
• **W 6.1-6.9**  
Writing Prompts:  
Persuasive/Personal  
Narrative/  
Explanatory/Non-fiction  
• **W 6.1-6.3, 6.5**  
Model Writing  
• **W 6.1 – 6.3**  
Varied Graphic Organizers  
• **W 6.1 – 6.3, 6.5**  
Peer/Teacher Conferences  
• **W 6.1 – 6.3**  
Text-based Models  
• **W6.1 – 6.3, 6.10**  
Writing Workshops  
|  | • **Teacher**  
Observation  
• **Post/Pre Writing**  
• **Mini Lesson**  
Assessment  
• **Application of Mini Lesson**  
• **Rubrics/Checklists**  
• **Self Assessment**  
• **Effective Questioning**  
• **Writing Prompts**  
• **Conferences**  
• **Journal Entries**  
• **Writing Portfolios**  
• **Published Writings**  
| **Introduce claim(s) and organize the reasons and evidence clearly.** |  |
| **Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** |  |
| **Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** |  |
| **Establish and maintain a formal style.** |  |
| **Provide a concluding statement or section that follows from the argument presented.** |  |
classification, comparison/contrast, and cause/effect, etc.) and text features (e.g., headings, graphics and multimedia) when useful to aiding comprehension.

W.6.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2C Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2E Establish and maintain a formal/academic style, approach, and form.

W.6.2F Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• W 6.1 – 6.6 Writing Mini Lessons</td>
<td>• Research Project</td>
</tr>
<tr>
<td>• W 6.1 – 6.9 Technology Resources</td>
<td>• Blog Response</td>
</tr>
<tr>
<td>• W 6.1 – 6.7, 6.10 Student Websites</td>
<td>• Benchmark Assessment</td>
</tr>
<tr>
<td>• W 6.1 – 6.3 Imagery: Show Don’t Tell</td>
<td></td>
</tr>
<tr>
<td>• W 6.1 – 6.3 Cause and Effect</td>
<td></td>
</tr>
<tr>
<td>• W 6.1 – 6.3, 6.7, 6.9 Quotation Response</td>
<td></td>
</tr>
<tr>
<td>• W 6.1 – 6.3 Sequential Order</td>
<td></td>
</tr>
<tr>
<td>• W 6.1 – 6.3, 6.6 Keyboarding Skills</td>
<td></td>
</tr>
<tr>
<td>• W 6.1, 6.2, 6.4 – 6.10 Research Project</td>
<td></td>
</tr>
<tr>
<td>• W 6.1 – 6.3, 6.9 Compare and Contrast</td>
<td></td>
</tr>
<tr>
<td>Multiple Texts</td>
<td></td>
</tr>
</tbody>
</table>

• W 6.1 – 6.3, 6.9 Quotation Response
• W 6.1 – 6.3, 6.9 Compare and Contrast
• Multiple Texts
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient

- W.6.1 – 6.3
  - Retell, Relate, Reflect
- W.6.2, 6.3, 6.8, 6.9
  - Gather information from Multiple Texts
command of keyboarding skills to type a minimum of three pages in a single sitting.

**Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Range of Writing**
W.6.10. 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.
Writing Standards: Materials and Resources for Grade 6

Textbook and Workbooks and Books:

- *Elements of Language: Introductory Course* by Holt, Rinehart, and Winston (language textbook) Copyright 2009
- *Elements of Language: Introductory Course* by Holt, Rinehart, and Winston –workbook
- Grammar Girl: The Ultimate Writing Guide for Students by Mignonette Fogarty
- Lessons that Change Writers by Nancie Atwell
- Writing Tools (Adapted from Nancie Atwell)

Online Databases: (available in our school library)

- Ebsco
- Grolier
- Factsonfile
- Worldbook

PARCC Writing Preparation:
http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Helpful Websites for Writing, Student Publishing, and Writing Lessons

http://figment.com/
Publishing site where writers meet, create, share and connect

http://www.teenink.com
Publishing site for teens. TeenInk.com is a national teen magazine, book series, and website devoted entirely to teenage writing, art, photos and forums *for mature students only due to mature topics* *archived*
hardcopy issues of **TeenInk** magazine available in room D6

https://www.pixton.com
Site for digital storytelling

http://www.storyjumper.com/
Site for creating your own storybook

http://www.makebeliefscomix.com/Apple/
Site for comic strip creation

http://mobile.litpick.com/?smallView=1
Student book reviews, can add own.

http://twinery.org/
Create interactive fiction (*the reader chooses what comes next in the story and the writer sets it up with choices), similar to a game.

https://www.boomwriter.com/Districts/Index
Site to read, write, share and assess.

https://www.poets.org/
Poems, poets, poem a day and videos, new unpublished poems every day.

http://www.inklestudios.com/inklewriter/getting-started/
A tool for writing interactive stories. (*the reader chooses what comes next in the story and the writer sets it up with choices)

https://www.youtube.com/
Multiple videos on writing topics

http://www.readworks.org/
Website with articles of the day, skill and strategy units, reading passages, paired readings leveled with questions sets, (great for comparing texts) multiple lexile levels available, various text types: literary, informational, and poetry.

http://digital.readworks.org/
Readworks Digital: A new site similar to Readworks.org as described above, with an added component that allows students to answer question sets online. On ReadWorks Digital, multiple-choice questions will be automatically graded. You can set up classes and assign text and question sets to students.

https://www.poets.org/
A site for the study of poetry. It provides poems, poets, a new unpublished poem every day, audios and video readings of poems.

http://www.readwritethink.org/
A free website with complete lesson plans and strategies for instruction in reading and writing.

**Study Island**
A comprehensive district wide computer based program offering explicit reinforcement in all areas of reading and writing instruction. The program includes assessment and immediate feedback for students and teachers.

**Brain Pop**
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.

**Pop Up Debates**

**Scope Magazine**
A shared subscription available for 6th and 7th grade located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories)
Suggested Open Educational Resources from the New Jersey State Curricular Framework
(must click while viewing online)

- Evidence Based Arguments
- Writing Resources by Strand
- Argumentative Writing YouTube
- Writing Exemplars - Argument/Opinion
- Personal Narrative
- PARCC Writing Resources
- Writing Exemplars by Grade Level and Aspects to Consider in Writing
- Thesis Writing
- Grammar
- Purdue OWL Writing Lab
- Writing a Book Summary
### New Jersey Student Learning Standards for English Language Arts

#### Speaking and Listening Standards for Grade 6

<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **Comprehension and Collaboration** | • 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.6.1A** Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL.6.1B** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

684
<table>
<thead>
<tr>
<th>SL.6.1C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.6.1D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
</tr>
<tr>
<td>SL.6.1D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g. eye contact, adequate volume, and clear pronunciation)</td>
</tr>
<tr>
<td>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
</tr>
<tr>
<td>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standards for English Language Arts

Speaking and Listening: Materials and Resources for Grade 6

Textbook
- *Elements of Language: Introductory Course* by Holt, Rinehart, and Winston (language textbook) Copyright 2009

Scope Magazine
A shared subscription available for 6th and 7th grade located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories)

Brain Pop
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.
Pop Up Debates

iMovie
An app that can be used for various presentation. (i.e. create a movie trailer promoting your novel or create a PSA on a topic of your choice)

www.Readwritethink.org
A free website with complete lesson plans and strategies for instruction in reading/writing/speaking and listening.

www.Edutopia.org
A website with videos and lesson plans for speaking and listening in the classroom.

www.virtualdebate.weebly.com
Virtual debates connecting schools. This site includes sample debates, topics and information.
Suggested Open Educational Resources from the NJ State Curricular Framework (click on each item to view)

- Inquiry Based Learning (Edutopia) Engaging Students Using Discussion
- Socratic Seminar: ReadWriteThink
- Fishbowl Strategy
- Stems on Fostering Class Discussion
- Fishbowl Strategies: Teach Like This
- Accountable Talk
- AVID Socratic Seminar
New Jersey Student Learning Standards for English Language Arts

Conventions of Language Standards for Grade 6

<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>

**Conventions of Standard English**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve

- L 6.1 – 6.6 Mini Lessons
- L 6.1 – 6.6 Daily Language Practice
- L 6.1 – 6.6 Language Centers
- L 6.1 – 6.6 Think Alouds
- L 6.1, 6.3 Grammar Booklets
- L 6.1, 6.2, 6.6 Spelling Contracts
- L 6.1, 6.4, 6.6 Multiple Texts
- L 6.1, 6.2, 6.3 Writing Models
- L 6.1, 6.2, 6.3 Writing Prompts
- L 6.1, 6.4, 6.5, 6.6 Frayer Models
- L 6.4, 6.5 Vocabulary Word Maps
- L 6.4, 6.5, 6.6 Word Study: (Analogies/Synonyms/Affixes/Root Words)

- Teacher Observation
- Mini Lesson Assessment
- Graphic Organizers
- Rubrics/Checklists
- Contracts
- Student Response
- Spelling Assessment
- Writing Prompts
- Writing Samples
- Effective Questioning
- Conferences
expression in conventional language. *

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *

Spell correctly.

**Knowledge of Language**

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vary sentence patterns for meaning, reader/listener interest, and style/voice.

Maintain consistency in style and tone.

**Vocabulary Acquisition and Use**

L.6.4. Determine or clarify the meaning of unknown and multiple-
meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word
relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Learning Standards for Language: Conventions of Standard English

Materials and Resources: Grade 6

Textbooks, Workbooks and Books:

- **Elements of Language: Introductory Course** by Holt, Rinehart, and Winston (language textbook) Copyright 2009
- **Elements of Language: Introductory Course** by Holt, Rinehart, and Winston –workbook
- Grammar Girl: The Ultimate Writing Guide for Students by Mignonette Fogarty
- Lessons that Change Writers by Nancie Atwell
- Writing Tools (Adapted from Nancie Atwell)
- Dictionaries and Thesauruses: All classrooms have limited numbers of hard copy dictionaries and thesauruses from miscellaneous publishers. Extra dictionaries and thesaurus are stored in room D20 and B7.

Other Resources:

Daily Oral Language
Teacher created daily practice editing sentences. *in room A8/Schmidt

Purdue Owl Lab
[https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) Site for help with writing and editing.

OWLPurdue - YouTube [https://www.youtube.com/user/OWLPurdue](https://www.youtube.com/user/OWLPurdue)
This channel is the official YouTube channel for the Purdue Online Writing Lab (OWL). You are free to link to these videos for your own educational purposes. There are videos on mechanics and grammar.

**Brain Pop**
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.

**Scope Magazine**
A shared subscription available for 6th and 7th grade located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories)

**Zaner-Bloser**
The district subscribes to the Zaner-Bloser online program for work in writing; including grammar, mechanics and vocabulary.

**Vocabulary.com/dictionary**
Teachers can create classes and assignments. This site provides help for studying vocabulary with games and questions.

**Dictionary.com**
Free website for definitions and work with words.

**Spelling City**
[www.spellingcity.com](http://www.spellingcity.com) A website that students can use to study and learn spelling words. The student types in the list and the site creates games and practice quizzes for those words.

**Spelling Lists:**
(Varied approaches up to teacher discretion)
- Spelling Workbook: Elements of Language: Introductory Course (a companion to the language textbook)
• Spelling lists created by students based on the practice described in Nancy Atwell’s book, *In the Middle*. Students create lists of 5 words from their own writing to study and practice studying the words using the format. (for examples consult Ms. Pryzbylkowski room D6)
## Grade 7

### New Jersey Student Learning Standards for English Language Arts

#### Reading Standards: Literature and Informational Text for Grade 7

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
<th>Key Ideas and Details</th>
<th>Reading Standards for Informational Text</th>
<th>Key Ideas and Details</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td>• R7.1 Response Logs</td>
<td>• R7.1 Group Discussion</td>
<td>• Effective Questioning</td>
<td></td>
</tr>
<tr>
<td>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• R7.1 Group Discussion</td>
<td>• R7.1 Think-Pair-Share</td>
<td>• Teacher Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.1 Think-Pair-Share</td>
<td>• R7.1, 7.3 Small Group Discussion</td>
<td>• Student Participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.1, 7.3 Small Group Discussion</td>
<td>• R7.1, 7.3, 7.5 Class Discussion</td>
<td>• Response to Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.1, 7.9, 7.10 Multiple Texts</td>
<td>• R7.1, 7.10 Teacher Modeling</td>
<td>• Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.1, 7.10 Teacher Modeling</td>
<td>• R7.2 Read Alouds</td>
<td>• Student Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.2 Read Alouds</td>
<td>• R7.2, 7.4 Think Alouds</td>
<td>• Oral Response</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.2, 7.5, 7.6 Author’s Purpose</td>
<td>• R7.2, 7.6 Point of View</td>
<td>• Application of Mini-Lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.2, 7.6 Author’s Purpose</td>
<td></td>
<td>• Oral/Written Responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R7.2, 7.6 Point of View</td>
<td></td>
<td>• Group Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Student Debates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Technology Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Compare/Contrast Writings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mini-Lesson Application</td>
<td></td>
</tr>
</tbody>
</table>

695
<table>
<thead>
<tr>
<th>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text;</th>
<th>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text;</th>
<th>• Benchmark Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• R7.2, 7.7, 7.9 Venn Diagram</td>
<td>• R7.2, 7.7, 7.9 T-Chart</td>
<td></td>
</tr>
<tr>
<td>• R7.2, 7.7, 7.9 T-Chart</td>
<td>• R7.2, 7.10 K-W-L Chart</td>
<td></td>
</tr>
<tr>
<td>• R7.3, 7.7 Technology Resources</td>
<td>• R7.3, 7.9 Mini-Lessons to Build Background Knowledge</td>
<td></td>
</tr>
<tr>
<td>• R7.4 Word Maps/Word Study</td>
<td>• R7.4 Word Study</td>
<td></td>
</tr>
<tr>
<td>• R7.4 Graphic Organizers</td>
<td>• R7.5, 7.6, 7.9 Genre/Author Study</td>
<td></td>
</tr>
<tr>
<td>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Craft and Structure RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td>Craft and Structure RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>RL.7.5.</td>
<td>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
<td></td>
</tr>
<tr>
<td>RI.7.5.</td>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td></td>
</tr>
<tr>
<td>RL.7.6.</td>
<td>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td></td>
</tr>
<tr>
<td>RI.7.6.</td>
<td>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.7.7.</td>
<td>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.7.7.</td>
<td>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</td>
<td></td>
</tr>
<tr>
<td>RL.7.8. (Not applicable to literature)</td>
<td>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
<th>Range of Reading and Level of Text Complexity</th>
</tr>
</thead>
</table>

699
<table>
<thead>
<tr>
<th>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standards for English Language Arts

Reading Literature and Informational Text: Materials and Resources for Grade 7

Literature

Suggested Novels (multiple copies and teacher guides available for whole classes)

- **Adventures of Ulysses** by Evslin
- **The Boy in the Striped Pajamas** by Boyne  *Video available for standard 7.7
- **Code Orange** by Cooney
- **Gentlehands** by Kerr
- **No Promises in the Wind** by Hunt *Prezi available to develop student background of setting (developed by Min Park, E7)
- **The Red Pony** by Steinbeck
- **Rumble Fish** by Hinton
- **Somewhere in the Darkness** by Myers
- **The Red Pony** by Steinbeck
- **Stargirl** by Spinelli
- Choice Reading: multiple copies of various texts available in all reading classrooms for choice and small group reading.

Other Supplemental Materials

Shakespeare (Romeo and Juliet, Sonnets, etc.)
Videos available from Scope, also ‘Gnomeo and Juliet’, West Side Story for standard 7.7

Edgar Allan Poe
Multiple selections from the author

**The Greek Gods** by Evslin, Evslin and Hoopes
Class set available for short stories in Greek Mythology *suggested paired video: Percy Jackson and the Lightning Thief* for standard 7.7, also supplemental materials on Greek Mythology available in E wing storage.

**Scope Magazine**
Shared subscription available for 6th and 7th grade located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories)

**Newsela**
A free website with current event articles. Lexile levels can be adjusted for all levels.

**Readwritethink.org**
A free website with complete lesson plans and strategies for instruction in reading literature and nonfiction

**Read Magazines**
Archived issues located in E wing storage for multiple selections of plays, short stories and poems

**Study Island**
A comprehensive district wide computer based program offering explicit reinforcement in all areas of reading instruction. The program includes assessment and immediate feedback for students and teachers.

**Suggested Open Educational Resources from New Jersey’s Curricular Framework Site**
(click on each item to view while online)

- Teaching Channel: Thinking Notes Strategy For Close Reading
- Summarizing, Paraphrasing & Retelling
- Strategies for Analyzing Argument
- Common Core Reading Strategies Informational Text
- Summarizing Non-Fiction Text
• YouTube Reading Lessons Middle School
• Common Core Strategies
• Teaching Reading
• Teaching Theme
• Exploring Character
• Literary Analysis
• Vocabulary: Doing It Differently
<table>
<thead>
<tr>
<th>Standards</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.7.1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style.</td>
<td>• W7.1 The Writing Process • W7.1, 7.2 Writing Prompts: Persuasive/Personal Narrative/Explanatory/Non-fiction • W7.1, 7.2, 7.7, 7.8 Research Project • W7.1, 7.10 Journals • Quick-Writes • W7.3 Story Maps • W7.4 Varied Graphic Organizers</td>
<td>• Research Project • Rubrics • Student Presentations • Teacher Conferencing • Written Responses • Effective Questioning • Benchmark Assessment</td>
</tr>
<tr>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • W7.4, 7.5 Peer Revising/Editing  
• W7.5, 7.6 Small Group Activities  
• W7.6, 7.7, 7.8 Library Resources  
• W7.6, 7.7, 7.8 Technology Resources  
• W7.7, 7.8, 7.9 Compare and Contrast Multiple Texts  
• W7.7, 7.8, 7.9 Gather information from Multiple texts |

<table>
<thead>
<tr>
<th>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W7.2 A Introduce a topic, organize ideas, concepts, and information, using text structures (e.g. definition,</td>
</tr>
</tbody>
</table>
classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics and multimedia) when useful to aiding comprehension.

W7.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W7.2C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W7.2D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W7.2E Establish and maintain a formal style/academic style, approach, and form.

W7.2F Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.7.4.</td>
<td>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>W.7.5.</td>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
</tr>
<tr>
<td>W.7.6.</td>
<td>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</td>
</tr>
</tbody>
</table>

**Research to Build and Present Knowledge**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.7.7.</td>
<td>(Choice)Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
</tr>
<tr>
<td>W.7.8.</td>
<td>(Choice)Gather relevant information from multiple print and</td>
</tr>
</tbody>
</table>
digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<table>
<thead>
<tr>
<th>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W7.9A Apply <em>grade 7 Reading standards</em> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</td>
</tr>
<tr>
<td>W7.9B Apply <em>grade 7 Reading standards</em> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</td>
</tr>
</tbody>
</table>

**Range of Writing**
New Jersey Student Learning Standards for English Language Arts

Writing Materials and Resources for Grade 7

Elements of Language by Holt (language textbook)
Online Databases: (available in our school library) Ebsco, Grolier, Freedomflicks, Factsonfile, Worldbook

Scope Magazine shared subscription available for 6th and 7th grade, hard copy issues located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories) * subscription is also available online

Helpful Websites for Writing, Student Publishing, and Writing Lessons

http://figment.com/
Publishing site where writers meet, create, share and connect

http://www.teenink.com
Publishing site for teens. TeenInk.com is a national teen magazine, book series, and website devoted entirely
to teenage writing, art, photos and forums *for mature students only due to mature topics *archived
hardcopy issues of TeenInk magazine available in room D6

https://www.pixton.com
Site for digital storytelling

http://www.storyjumper.com/
Site for creating your own storybook

http://www.makebeliefscomix.com/Apple/
Site for comic strip creation

http://mobile.litpick.com/?smallView=1
Student book reviews, can add own.

http://twinery.org/
Create interactive fiction (*the reader chooses what comes next in the story and the writer sets it up with choices), similar to a game.

https://www.boomwriter.com/Districts/Index
Site to read, write, share and assess.

https://www.poets.org/
Poems, poets, poem a day and videos, new unpublished poems every day.

http://www.inklestudios.com/inklewriter/getting-started/
A tool for writing* interactive stories. (*the reader chooses what comes next in the story and the writer sets it up with choices)

https://www.youtube.com/
Multiple videos on writing topics
http://www.readworks.org/
A website with articles of the day, skill and strategy units, reading passages, paired readings leveled with questions sets, (great for comparing texts) multiple lexile levels available, various text types: literary, informational, and poetry.

http://digital.readworks.org/
A new site similar to Readworks.org as described above, with an added component that allows students to answer question sets online. On ReadWorks Digital, multiple-choice questions will be automatically graded. You can set up classes and assign text and question sets to students.

https://www.poets.org/
A site for the study of poetry. It provides poems, poets, a new unpublished poem every day, audios and video readings of poems.

http://www.readwritethink.org/
A free website with complete lesson plans and strategies for instruction in reading and writing.

**Study Island**
A comprehensive district wide computer based program offering explicit reinforcement in all areas of reading and writing instruction. The program includes assessment and immediate feedback for students and teachers.

**Brain Pop**
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.

**Pop Up Debates**
Information available at http://www.davestuartjr.com/pop-up-debate/

**Suggested Open Educational Resources from the New Jersey State Curricular Framework**
(must click while viewing online)
New Jersey Student Learning Standards for English Language Arts

Speaking and Listening Standards for Grade 7

<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Collaboration</td>
<td>SL7.1 Think-Pair-Share</td>
<td>Literature Circle Role Sheet</td>
</tr>
<tr>
<td></td>
<td>SL7.1 Student Centers</td>
<td>Effective Questioning</td>
</tr>
<tr>
<td></td>
<td>SL7.1 Current Events</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td></td>
<td>SL7.1, 7.6 Class Discussion</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>SL7.1, 7.6 Small Group Discussion</td>
<td>Peer Review</td>
</tr>
<tr>
<td></td>
<td>SL7.1, 7.6 Literature Circles</td>
<td>Rubrics</td>
</tr>
<tr>
<td>SL 7.1A Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 7.1B Follow rules for collegial discussions, track progress toward</td>
<td>Literature Circle Role Sheet</td>
<td>Benchmark Assessment</td>
</tr>
</tbody>
</table>
specific goals and deadlines, and define individual roles as needed.

SL 7.1C Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL7.1D Acknowledge new information expressed by others and, when warranted, modify their own views.

<table>
<thead>
<tr>
<th>SL7.2</th>
<th>Student Skits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL7.2, 7.3, 7.4</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>SL7.2, 7.3, 7.4</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>SL7.2, 7.3</td>
<td>Audio Interpretation of Selected Speech</td>
</tr>
<tr>
<td>SL7.2, 7.5</td>
<td>Technology Resources</td>
</tr>
<tr>
<td>SL7.2, 7.5</td>
<td>Student Websites</td>
</tr>
<tr>
<td>SL7.3</td>
<td>Role-Plays</td>
</tr>
</tbody>
</table>

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<table>
<thead>
<tr>
<th>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</th>
</tr>
</thead>
</table>

**Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</th>
</tr>
</thead>
</table>
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**New Jersey Student Learning Standards for English Language Arts**

**Speaking and Listening: Materials and Resources for Grade 7**

**Textbook**
- *Elements of Language: Introductory Course* by Holt, Rinehart, and Winston (language textbook)
  Copyright 2009

**Scope Magazine**
A shared subscription available for 6th and 7th grade, hardcopies located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories) *subscription is also available online

**Videos**
7th grade teachers use the VHS tape ‘How to Give an Informative Speech’, similar videos are accessible online via youtube.
Helpful Websites and Apps

www.Readwritethink.org
A free website with complete lesson plans and strategies for instruction in reading/writing/speaking and listening

www.Edutopia.org
A website with videos and lesson plans for speaking and listening in the classroom

www.virtualdebate.weebly.com
Virtual debates connecting schools. This site includes sample debates, topics and information.

http://www.davestuartjr.com/pop-up-debate/
A website with information for Pop-Up Debates

iMovie
An app that can be used for various presentation. (i.e. create a movie trailer promoting your novel or create a PSA on a topic of your choice)

Brain Pop
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.

Pop Up Debates

Suggested Open Educational Resources from the NJ State Curricular Framework (click on each item to view while online)
- Inquiry Based Learning (Edutopia)
- Engaging Students Using Discussion
- Strategies for Student Centered Discussion
- Socratic Seminar: ReadWriteThink
- Fishbowl Strategy
- Stems on Fostering Class Discussion
- Fishbowl Strategies: Teach Like This
- Accountable Talk
- AVID Socratic Seminar

<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **Conventions of Standard English**
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general | - L7.1 Teacher Modeling  
- L7.1, 7.2 Daily Edits  
- L7.1, 7.2 Peer Revising/Editing  
- L7.1, 7.2 Spelling Contracts | - Teacher Observation  
- Oral Responses  
- Written Responses  
- Spelling Contracts  
- Checklists  
- Effective Questioning |
and their function in specific sentences.

<table>
<thead>
<tr>
<th>and their function in specific sentences.</th>
<th>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L.7.2A Choose language that expresses ideas precisely and</td>
</tr>
<tr>
<td></td>
<td>L.7.2B Spell correctly.</td>
</tr>
</tbody>
</table>

**Knowledge of Language**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3A Choose language that expresses ideas precisely and
concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L 7.4A Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L7.4B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L7.4C Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L7.4D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
inferred meaning in context or in a dictionary).

<table>
<thead>
<tr>
<th>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L7.5A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</td>
</tr>
<tr>
<td>L7.5B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</th>
</tr>
</thead>
</table>
New Jersey Learning Standards for Language: Conventions of Standard English

Materials and Resources for Grade 7

Textbook and Books

- Elements of Language (7th grade textbook)
- Holt Spelling Series
- Dictionaries and Thesauruses
  - All classrooms have limited numbers of hard copy dictionaries and thesauruses from miscellaneous publishers. Extra dictionaries and thesaurus are stored in room D20 and B7.

Other Resources

Purdue Owl Lab
https://owl.english.purdue.edu/
A website for help with writing and editing.
https://www.youtube.com/user/OWLPurdue
This channel is the official YouTube channel for the Purdue Online Writing Lab (OWL). You are free to link to these videos for your own educational purposes. There are videos on mechanics and grammar.

**Brain Pop**
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.

**Scope Magazine**
A shared subscription available for 6th and 7th grade, hardcopies located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories) *online access also available

**Zaner-Bloser**
The district subscribes to the Zaner-Bloser online program for work in writing; including grammar, mechanics and vocabulary.

https://www.vocabulary.com/dictionary/
Teachers can create classes and assignments. This site provides help for studying vocabulary with games and questions.

http://www.dictionary.com/
Free website for definitions and work with words.

www.spellingcity.com
A website that students can use to study and learn spelling words. The student types in the list and the site creates games and practice quizzes for those words.

www.literacycookbook.com
This website includes complete lessons and activities for reading and language arts instruction.
Grade 8

<table>
<thead>
<tr>
<th>New Jersey Student Learning Standards for English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Standards: Literature and Informational Text for <strong>Grade 8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Key Ideas and Details</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.1. Cite the textual evidence and make relevant connections that most strongly</td>
<td>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text</td>
<td>• R8.1 Response to literature using specific evidence from text</td>
<td>• Student Oral responses</td>
</tr>
</tbody>
</table>
supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>Supports an analysis of what the text says explicitly as well as inferences drawn from the text.</th>
<th>says explicitly as well as inferences drawn from the text.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• R8.2 Literary Analysis to determine theme/central idea using specific evidence</td>
<td>• R8.2 Literary Analysis to determine theme/central idea using specific evidence</td>
<td>• Written demonstration of understanding</td>
</tr>
<tr>
<td>• R8.3 Socratic Circles.</td>
<td>• R8.3 Socratic Circles.</td>
<td>• Literature Circle responses</td>
</tr>
<tr>
<td>• R8.4 Vocabulary through context</td>
<td>• R8.4 Vocabulary through context</td>
<td>• Graphic Organizers</td>
</tr>
<tr>
<td>• R8.4 Self selected vocabulary study</td>
<td>• R8.4 Self selected vocabulary study</td>
<td>• Rubrics/Checklists</td>
</tr>
<tr>
<td>• R8.4 Vocabulary Demonstrations</td>
<td>• R8.4 Vocabulary Demonstrations</td>
<td>• Student Multi-media presentation of ideas</td>
</tr>
<tr>
<td>• R8.5 Genre Study</td>
<td>• R8.5 Genre Study</td>
<td>• Benchmark Assessment</td>
</tr>
<tr>
<td>• R8.5 Author Study</td>
<td>• R8.5 Author Study</td>
<td></td>
</tr>
<tr>
<td>• R8.6 Author Purpose</td>
<td>• R8.6 Author Purpose</td>
<td></td>
</tr>
<tr>
<td>• R8.7 Movie vs. text comparative evaluation</td>
<td>• R8.7 Movie vs. text comparative evaluation</td>
<td></td>
</tr>
<tr>
<td>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
<td>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>• R8.7 Student choice of media to present information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• R8.8 Dissect argument, reasoning and evidence in nonfiction text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• R8.9 Allusion study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• R8.9 Comparative analysis of multiple text arguments via Literature Circles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• R8.10 Choice reading material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
an objective summary of the text.

<table>
<thead>
<tr>
<th>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</th>
<th>RL.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craft and Structure</strong> RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td><strong>Craft and Structure</strong> RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
</tbody>
</table>
| RL.8.5. Compare and contrast the structure of a text. | RI.8.5. Analyze in detail the structure of a specific text.
<table>
<thead>
<tr>
<th>two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</th>
<th>paragraph in a text, including the role of particular sentences in developing and refining a key concept.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
<td>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Integration of Knowledge and Ideas**

**RL.8.7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
<td></td>
</tr>
<tr>
<td>made by the director or actors.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--</td>
</tr>
</tbody>
</table>

**RL.8.8.** (Not applicable to literature)

<table>
<thead>
<tr>
<th>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</th>
<th></th>
</tr>
</thead>
</table>

**RL.8.9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

<table>
<thead>
<tr>
<th>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</th>
<th></th>
</tr>
</thead>
</table>

**Range of Reading and Level of Text**

| Range of Reading and Level of Text | Range of Reading and Level of Text |  |
Reading: Literature and Informational Text

Materials and Resources for Grade 8

Textbooks
(limited copies available as a resource): Elements of Literature Holt, Rinehart and Winston and Literature and Life Scott Foresman and Company

Short Stories
Study of miscellaneous short stories from multiples sources, such as the above textbooks, anthologies and online sources.
Primary Sources of Historical Documents from the Great Global Conversation
Available from online sources and some anthologies. (e.g. The Declaration of Independence, The Gettysburg Address)

8th Grade Novels (multiple copies and teacher guides available for whole classes)

Realistic Fiction:
- The Outsiders by S. E. Hinton*video available for standard RL 8.7
  *useful for paired reading on related topics such as gang violence, teen issues, setting of the 1960s
- One Fat Summer by Robert Lipsyte
  *useful for paired reading on topics such as the setting of the 1950s, self esteem, and bullying
- The Contender by Robert Lipsyte
  *useful for paired reading on topics such as the setting of the 1960s, the Civil Rights Movement, boxing
Possible Author Study: Robert Lipsyte, author of both The Contender and One Fat Summer
- The Old Man and the Sea by Hemmingway

Historical Fiction:
- To Kill a Mockingbird by Harper Lee *video available for standard RL.8.7
  *useful for paired fiction and nonfiction reading on related topics such as: The Great Depression, Jim Crow Laws, Racism, Segregation, and The Civil War

Historical Nonfiction:
- Night by Elie Wiesel
  Supplemental Video Materials for Night:
  o Video Interview with Oprah Winfrey entitled Auschwitz Deathcamp available in VMS library
  o Escape from Sobibor video telling the story of an escape from a deathcamp available in VMS library
- Farewell to Manzanar by Jeanne and James Houston (Memoir)
  *useful for paired reading on related topics such as World War II, The Holocaust, and Genocide

Science Fiction:
• Fahrenheit 451 by Ray Bradbury  
• The Hunger Games by Suzanne Collins *video available for standard 8.7  
• The Giver by Lois Lowry *video available for standard 8.7  
• Gathering Blue by Lois Lowry  

**Suggested Choice reading for continued study of the Science Fiction genre: Unwind by Neal Shusterman, The Maze Runner by James Dashner, Divergent by Veronica Roth, The Uglies by Scott Westerfield**

**Literature Class:**

• Lord of the Flies by William Golding  
• The Pearl by John Steinbeck  
• Shane by Schaefer  
• A Midsummer Night’s Dream Made Easy by Shaekspeare  
• Twelfth Night Made Easy by Shakespeare  

• **Choice Reading:** multiple copies of various texts for a myriad of interests available from classroom libraries or VMS school library.

**Supplemental Materials**

**Upfront Magazine**  
Scholastic shared magazine subscription for 8th grade. It is a New York Times current events magazine for teens, complete with videos, activities, political cartoons. Great resource for nonfiction and current event reading to pair with curriculum. (located in B7) Online access available at upfrontmagazine.com with teacher code.

https://newsela.com/
(also available as an app) free website with current events articles. Lexile levels can be adjusted; a helpful tool that enables teachers to use the same content for all students while accommodating for different reading abilities by adjusting Lexile levels for students needing the accommodation.

**Readwritethink.org**
A free website with complete lesson plans and strategies for instruction in reading literature and nonfiction

**Read Magazines**
Archived issues located in room D8. These magazines contain plays and stories that often pair well with the novels.

**Study Island**
A comprehensive district wide computer based program offering explicit reinforcement in all areas of reading instruction. The program includes assessment and immediate feedback for students and teachers.

http://www.mobymax.com/
A standards-based assessment tool that monitors student growth as students try and retry questions for multiple subjects. Useful for developing test taking skills. Teachers set up classes and individual accounts for students.

http://www.teenink.com/
A national teen magazine, book series, and website devoted entirely to teenage writing, art, photos and forums
*archived hardcopy issues of TeenInk magazine available in room D6

http://www.readworks.org/
A website with articles of the day, skill and strategy units, reading passages, paired readings leveled with questions sets, (great for comparing texts) multiple lexile levels available, various text types: literary, informational, and poetry.

http://digital.readworks.org/
A new site similar to Readworks.org as described above, with an added component that allows students to answer question sets online. On ReadWorks Digital, multiple-choice questions will be automatically graded. You can set up classes and assign text and question sets to students.

https://www.vocabulary.com/
This site provides definitions and helps students study words with games, examples, and questions. Teachers can create and record class vocabulary lists and give assignments.

https://www.poets.org/
A site for the study of poetry. It provides poems, poets, a new unpublished poem every day, audios and video readings of poems.

**Educational Resources from New Jersey’s Curricular Framework**
(click on the bulleted items below to go to recommended sites)

- Close In on Close Reading
- Deeply Analyze Text
- Analyze an Argument
- Understanding and Analyzing an Argument
- Informational Text Strategies
- How to Write Literary Analysis Essay
- YouTube Reading Lessons Middle School
- Common Core Strategies
- Teaching Reading
- Close Reading Model Lessons
- Analyzing Theme
- Vocabulary Connotations - Interview with a Vocabulary Word
- Connotative/Denotative Vide

<table>
<thead>
<tr>
<th>New Jersey Student Learning Standards for English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Standards for <strong>Grade 8</strong></td>
</tr>
<tr>
<td>Standards</td>
</tr>
</tbody>
</table>
| Text Types and Purposes | W 8.1, 8.5, 8.6 Persuasive Essays, including online holistically scored essays | W 8.2, 8.4, 8.5 Written Responses to Literary and Nonfiction Texts citing specific evidence | • Scoring Rubrics  
• Holistic Scoring  
• Online Holistic Scoring  
• Checklists for appropriate language and formal writing  
• Quizzes  
• Tests  
• Benchmark Assessment |
| --- | --- | --- | --- |
| W.8.1. Write arguments to support claims with clear reasons and relevant evidence.  
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
Establish and maintain a formal style.  
Provide a concluding statement or section that follows from and supports the argument presented. | W 8.1, 8.5 Literature Analysis Essays  
W 8.1 Textbook exercises  
W 8.1, 8.5 Peer and self editing  
W 8.1, 8.7, 8.8, 8.9 Research Paper  
W 8.2, 8.5 Explaining a Complex Process Essay | W 8.2, 8.5 Explaining a Complex Process Essay | • W 8.1, 8.5, 8.6  
• W 8.1, 8.5 Literature Analysis Essays  
• W 8.1 Textbook exercises  
• W 8.1, 8.5 Peer and self editing  
• W 8.1, 8.7, 8.8, 8.9 Research Paper  
• W 8.2, 8.5 Explaining a Complex Process Essay |
through the selection, organization, and analysis of relevant content.

W8.2A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia)

W8.2B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W8.2C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W8.2D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W8.2E Establish and maintain a formal style.

W8.2F Provide a concluding statement or section that follows from and evidence texts and other sources

- W 8.3, 8.4 Narrative Essays with Dialogue and compositional risk
- W 8.6 Blogging
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
**Research to Build and Present Knowledge**

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or
religious works such as the Bible, including describing how the material is rendered new”).

Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

<table>
<thead>
<tr>
<th>Range of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.8.10.</strong> 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.)</td>
</tr>
</tbody>
</table>
Writing Materials and Resources for Grade 8

Textbooks

- Elements of Language: Second Course by Holt, Rinehart, and Winston. Textbook
- Elements of Language: Second Course by Holt, Rinehart, and Winston (supplementary materials with worksheets, quizzes, and tests)
- my.hrw.com textbook website with online essay scoring for scoring of narrative, persuasive, literary analysis, research papers, and response to text essays

Teacher-Generated Materials (please see 8th grade ELA teachers) for:

- narrative, persuasive, and literary analysis essays
- research paper
- film unit for screenplay writing and analysis of film
- poetry writing unit
- job application and resume writing unit
- scoring rubrics to guide writing
- journal topics
- PARCC test specifics: http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents
Helpful Websites for Writing, Student Publishing, and Writing Lessons

http://figment.com/
Publishing site where writers meet, create, share and connect

http://www.teenink.com
Publishing site for teens. _TeenInk.com_ is a national teen magazine, book series, and website devoted entirely to teenage writing, art, photos and forums *for mature students only due to mature topics* *archived
hardcopy issues of TeenInk magazine available in room D6

https://www.pixton.com
Site for digital storytelling

http://www.storyjumper.com/
Site for creating your own storybook

http://www.makebeliefscomix.com/Apple/
Site for comic strip creation

http://mobile.litpick.com/?smallView=1
Student book reviews, can add own

http://twinery.org/
Create _interactive_ fiction (*the reader chooses what comes next in the story and the writer sets it up with choices), similar to a game

https://www.boomwriter.com/Districts/Index
Site to read, write, share and assess

https://www.poets.org/
Poems, poets, poem a day and videos, new unpublished poems every day

http://www.inklestudios.com/inklewriter/getting-started/
A tool for writing* interactive stories. (*the reader chooses what comes next in the story and the writer sets it up with choices)

https://www.youtube.com/
Multiple videos on writing topics

http://www.readworks.org/
A website with articles of the day, skill and strategy units, reading passages, paired readings leveled with questions sets, (great for comparing texts) multiple lexile levels available, various text types: literary, informational, and poetry.

http://digital.readworks.org/
A new site similar to Readworks.org as described above, with an added component that allows students to answer question sets online. On ReadWorks Digital, multiple-choice questions will be automatically graded. You can set up classes and assign text and question sets to study Poets.org:
a site for the study of poetry. It provides poems, poets, a new unpublished poem every day, audios and video readings of poems.

http://www.readwritethink.org/
A free website with complete lesson plans and strategies for instruction in reading and writing.

Scope Magazine
A shared subscription available for 6th and 7th grade located in D20 (issues are great resources for poetry, stories, paired texts, debates, grammar, informational text, narrative nonfiction, videos that accompany the narrative nonfiction stories)

Study Island
A comprehensive district wide computer based program offering explicit reinforcement in all areas of reading and writing instruction. The program includes assessment and immediate feedback for students and teachers.
Brain Pop
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
</table>
| **Comprehension and Collaboration**  
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | • R8.1 Socratic Circles  
• R8.1 Literature Circles  
• R8.1 Vocabulary Demonstration  
• R8.1 Student choice of media to present information  
• R8.1 Daily speaking prompts  
• R8.2 Song lyric interpretation and evaluation  
• R8.2.R8.3 Evaluation of multi-media advertisements and/or PSAs | • Written preparation for literary discussion with references to text  
• Oral response to, and presentation of, thoughts and ideas  
• Checklists for verbal participation.  
• Peer Evaluations  
• Scoring rubrics  
• Teacher questioning  
• Self assessment  
• Benchmark Assessment |
Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and

- R8.4 Analogy Speech involving interpersonal skills
- R8.5 Present Descriptive Messages
- R8.5 Student led game presentation
- R8.6 Student Editorial Speeches, Radio, PSAs
<table>
<thead>
<tr>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
</tr>
<tr>
<td>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standards for English Language Arts

Speaking and Listening Materials and Resources for Grade 8

Textbooks and Film

- **Classroom Activities in Listening and Speaking** (Wisconsin Department of Public Instruction, 1991)

- **Creative Communication: Projects in Acting, Speaking, and Oral Reading** (Clark Publishing, a Division of Perfection Learning, 2003)

- *Louder Than a Bomb* documentary film for poetry slam unit

Teacher-Generated Materials (please consult 8th grade ELA teachers) for:

- Narrative, persuasive, and literary analysis essays
- *Socratic Circles* materials for Socratic circles unit
- Speaking and listening prompts
- Inventors unit conference presentation
- Journal topics for discussion
**Helpful Websites and Apps**

http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents
PARCC Materials

http://achievethecore.org/
Materials and prompts for writing, reading, and speaking and listening skills

https://www.youtube.com/
AVID Socratic Seminar You Tube videos on speaking and listening topics
How to Do a Fishbowl

https://www.poets.org/
A site for the study of poetry. It provides poems, poets, a new unpublished poem every day, audios and video readings of poems.

www.Readwritethink.org
free website with complete lesson plans and strategies for instruction in reading/writing/speaking and listening

www.Edutopia.org
A website with videos and lesson plans for speaking and listening in the classroom

www.virtualdebate.weebly.com
Virtual debates connecting schools. This site included sample debates, topics, and information.

**Brain Pop**
An app available via iPads with videos, cartoons, assessments. Grammar lessons, etc.

**iMovie**
An app that can be used for various presentations. (e.g. create a movie trailer promoting your novel or create a PSA on a topic of your choice)
Suggested Open Educational Resources from the NJ State Curricular Framework
(click on each item to view while online) Speaking & Listening

- Inquiry Based Learning (Edutopia)
- Engaging Students Using Discussion
- Strategies for Student Centered Discussion
- Socratic Seminar: ReadWriteThink
- Fishbowl Strategy
- Stems on Fostering Class Discussion
- Fishbowl Strategies: Teach Like This
- Accountable Talk
- AVID Socratic Seminar
<table>
<thead>
<tr>
<th>Standard</th>
<th>Materials/Resources</th>
<th>Assessments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• L 8.1, 8.2, 8.3 Teacher modeling of correct grammar and usage</td>
<td>• Rubrics for written work</td>
</tr>
<tr>
<td>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</td>
<td>• L 8.1, 8.2, 8.3 Textbook exercises</td>
<td>• Checklists for written work</td>
</tr>
<tr>
<td>Form and use verbs in the active and passive voice.</td>
<td>• L 8.1 Peer and self editing</td>
<td>• Holistic scoring of essays</td>
</tr>
<tr>
<td>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
<td>• L 8.2, 8.3 Writing journals, essays, and narratives using standard English</td>
<td>• Pre and Post writing samples</td>
</tr>
<tr>
<td>Recognize and correct inappropriate shifts in verb voice and mood.*</td>
<td>• L 8.2, 8.3 Read works that model standard English</td>
<td>• Rubrics for oral prompts</td>
</tr>
<tr>
<td></td>
<td>• L 8.4 Vocabulary through context</td>
<td>• Quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Benchmark Assessment</td>
</tr>
<tr>
<td>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. <strong>Knowledge of Language</strong> L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <strong>Vocabulary Acquisition and</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- L.8.3, 8.5, 8.6 Daily writing prompts - L.8.3, 8.5, 8.6 Daily speaking prompts - L.8.5 Descriptive, Instructor Web, Vocabulary-Lit, Vocabulary study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L8.4A Use context</strong> (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L8.4B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</strong> (e.g., <em>precede, recede, secede</em>).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L8.4C Consult reference materials</strong> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
**New Jersey Student Learning Standards for English Language Arts**

**Materials and Resources: Grade 8 Language**

**Textbooks**
- Language Textbook Resource Materials (worksheets, quizzes, tests, and support materials)

**Teacher-Generated Materials**
- Teacher-generated quizzes and tests
- Daily Language Practice (teacher-generated)
- Teacher-generated materials for word meaning and context clues skills

**Helpful Sites and Resources**

**Perdue OWL lab** [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/)  
**Site for help with writing and editing**

This channel is the official YouTube channel for the **Purdue Online Writing Lab (OWL)**. You are free to link to these videos for your own educational purposes.

**Library Databases**
- Ebsco
- Grolier
- World Book
- Facts on File

**Vocabulary**
Lists from Novels (teacher selected, student selected, lists from teaching guides)
https://www.youtube.com/
Videos on subjects taught

teachertube.com
A website for verbal resources

writingfix.com
A website for word choice resources

eduplace.com
A website for punctuation and grammar review

https://www.vocabulary.com/dictionary/
Teachers can create classes and assignments. This site provides help for studying vocabulary with games and questions.

http://www.dictionary.com/
Free website for definitions and work with words.

https://www.spellingcity.com/
A website that students can use to study and learn spelling words. The student types in the list and the site creates games and practice quizzes for those words.

**Study Island**
A comprehensive district wide computer based program offering explicit reinforcement in all areas of reading instruction. This program includes assessment and immediate feedback for students and teachers.

**Brain Pop**
An app available via iPads with videos, cartoons, assessments, grammar lessons, etc. focusing on various books and authors.
TECHNOLOGY AND COLLEGE AND CAREER PROGRAM CONNECTIONS

Teachers can utilize the guides listed below to provide integrated instruction in technology and careers within the literacy program.

**Voorhees Township Technology Plan for Digital Learning:**


**Voorhees Township 21st Century Life and Careers Guide:**