# Kindergarten - Grade 5

# Core Knowledge Language Arts®

California Common Core State Standards Unit Level Standard Alignment



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#### **Kindergarten Overview**

# Common Core Alignment

## READING STANDARDS FOR LITERATURE (RL)

Key Ideas a	nd D	eta	ils									
With prompti	ng a	nd s	ирр	ort,	ask	and	ans	wer	que	stio	ns a	about key details in a text. [RL.K.1]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With prompti	ng a	nd s	ирр	ort,	rete	ell fa	milia	ar st	orie	s, in	cluc	ding key details. [RL.K.2]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With prompti	ng a	nd s	upp	ort,	ider	ntify	cha	ract	ers,	sett	ings	s, and major events in a story. [RL.K.3]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Craft and S	truc	ture	Э																
Ask and ansv for additiona								n wo	rds	in a	text	. (Se	e Grad	e K L	.ang	uage	e Sta	ndard	ds 4–6
Skills	1	2	3	4	5	6	7	8	9	10									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
Recognize co	mmo	on ty	/pes	of t	exts	s (e.§	g., s	tory	boo	ks, p	oen	ıs, fa	ntasy,	eali	stic	text)	). CA	[RL.K.	.5]
Skills	1	2	3	4	5	6	7	8	9	10									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
		nd c	unn	ort	nan	ne th	ne au	utho	r an	d illı	ustra	tor				- c:	م ماط	rolo	of each
With prompti in telling the	_											1101	or a sto	ry ar	na a	etine	e trie	Tole	or caci
	_				5	6	7	8	9	10			ot a sto 	ry ar	na a	etine	e the	Tole (	

Integration	of K	nov	vled	lge	and	llde	eas						
	_												en illustrations and the story in on depicts). [RL.K.7]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Not applicab	le to	lite	ratu	re)	[RL.K	(.8]							
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompti in familiar sto	_				com	npar	e an	ıd co	ntra	ast t	he a	dver	ntures and experiences of characters
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Range of Re	adiı	ng a	nd	Lev	el o	f Te	xt C	om	ple	xity		
Actively enga	ge ir	gro	up ı	read	ing	activ	/itie	s wi	th pi	urpo	se a	and understanding. [RL.K.10]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Activate prior	kno	wle	dge	rela	ted	to th	ne in	forn	natio	on a	nd e	vents in texts. CA [RL.K.10a]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Use illustratio	ns a	nd (	cont	ext	to m	nake	pre	dict	ions	abo	out te	ext. СА [ <b>RL.К.10</b> ь]
Skills	1	2	3	4	5	6	7	8	9	10		
				_								

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas a	nd D	eta	ils										
With prompti	ng a	nd s	ирр	ort,	ask	and	ans	wer	que	stio	ns a	bou	t key details in a text. [RI.K.1]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompti	ng a	nd s	ирр	ort,	ider	ntify	the	mai	n to	pic a	and	rete	Il key details of a text. [RI.K.2]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompti pieces of info	_							e co	nne	ctior	ı be	twee	en two individuals, events, ideas, or
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Craft and S	truc	ture	Э										
	_												it unknown words in a text. ns.) CA [RI.K.4]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify the f	ront	COVE	er, ba	ack	cove	er, ar	nd ti	tle p	oage	of a	a boo	ok. [	RI.K.5]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Name the au					or o	fat	ext	and	defi	ne t	he ro	ole d	of each in presenting the ideas or
	1	2	3	4	5	6	7	8	9	10			
Skills	1												

Integration	of K	(nov	vled	lge	and	lde	eas						
	_												en illustrations and the text in which tan illustration depicts). [RI.K.7]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompti	ng ai	nd s	upp	ort,	iden	tify	the	reas	ons	an a	auth	or gi	ives to support points in a text. [RI.K.8]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompti	ng a	nd s	unn	ort	ider	ntify	has	ic si	mila	ritic	c in		
the same top	_					_							differences between two texts on res). [RI.K.9]
	_					_							

Range of Re	adiı	ng a	nd	Lev	el o	f Te	xt C	Com	ple	xity			
Actively enga	ge ir	n gro	oup r	read	ing	activ	/itie	s wi	th pi	urpo	se a	and	understanding. [RI.K.10]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Activate prior	knc	wle	dge	rela <sup>.</sup>	ted <sup>·</sup>	to th	ne in	forn	natio	on a	nd e	ven	ts in texts. CA [RI.K.10a]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use illustration	ons a	and (	cont	ext	to m	nake	pre	dict	ions	abo	out t	ext.	CA [RI.K.10b]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Demonstrate	und	erst	andi	ing c	of th	e or	gan	izati	on a	ınd b	oasio	e fea	iture	s of	orin	t. [R	F.K.1]		
Skills	1	2	3	4	5	6	7	8	9	10									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
Follow words	from	ı left	t to ı	right	., to <sub>l</sub>	o to	bot	tom	, and	d pag	ge by	y pa	ge. <b>[</b>	F.K.:	.a]				
Skills	1	2	3	4	5	6	7	8	9	10									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
_	at sp	oke	II WC	or us	are	repi	ese	niec	a 111 Y	771166	.CIT I	2116	Jage	by s	pec	ITIC S	sequ	ences	of let
Recognize th	at sp												Jage ——		pec	ITIC S	sequ	ences	of let
[RF.K.1b] Skills	at sp	2	3	4	5	6	7	8	9	10					pec	ific s	sequ	ences	of let
[RF.K.1b]	_										11	12			pec	ific s	sequ	ences	of let
[RF.K.1b] Skills Knowledge	1	2	3	4	<b>5</b>	<b>6</b>	<b>7</b>	8	9	10	11	12			pec	ific s	sequ	ences	of let
[RF.K.1b] Skills Knowledge	1	2	3	4	<b>5</b>	<b>6</b>	<b>7</b>	8	9	10	11	12			pec	ific s	sequ	ences	of let
Skills Knowledge Understand t	1 1 hat v	2 vord	3 3 Is ar	4 4 e se	5 5 para	6 6 ated	<b>7</b> 7 by :	<b>8</b> 8	9 ces i	10 10 n pr	11	12			pec	ific s	sequ	ences	of let
[RF.K.1b] Skills Knowledge Understand t	1 hat v	2 2 word 2 2	3 3 Is ar 3	4 4 e se 4	5 5 para 5	6 6 ated 6	7 7 by:	8 spac 8	9 9 ces i 9	10 10 n pr 10	11 int. [	12 <b>RF.K</b>	.1c]				sequ	ences	of let
Skills Knowledge Understand t Skills Knowledge	1 hat v	2 2 word 2 2	3 3 Is ar 3	4 4 e se 4	5 5 para 5	6 6 ated 6	7 7 by:	8 spac 8	9 9 ces i 9	10 10 n pr 10	11 int. [	12 <b>RF.K</b>	.1c]				sequ	ences	of let

Phonologica	I Av	vare	enes	SS									
Demonstrate	und	erst	and	ing (	of sp	oke	n w	ords	, syl	labl	es, a	and sounds (phonemes). [RF.K.2]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recognize and	d pro	oduo	ce rh	nym	ing \	word	ds. [I	RF.K.	2a]				
Skills	1	2	3	4	5	6	7	8	9	10			
	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Tillowicage		_								10						
Blend and se	gme	nt o	nset	s an	d rii	mes	of s	ingl	e-sy	llab	le sp	oke	n words. [F	F.K.2c]		
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
)  / X/ . )   RF.K.	2a i															
		2	2	1	5	6	7	0	٥	10						
Skills	2aj	2	3	4	5	6	7	8	9	10						
		2	3	4	<b>5</b>	6	<b>7</b> 7	8	9	10 10	11	12				
Skills  Knowledge  Add or subst	1	2	3	4	5	6	7	8	9	10			e-syllable	words	o mak	e new w
Knowledge Add or subst	1 1 tute	2 indi	3 vidu	4 Ial so	5 oun	6 ds (p	7 ohor	8 nem	9 es) i	10			e-syllable	words t	co mak	e new w
Skills  Knowledge  Add or subst  RF.K.2e]  Skills	1 tute	2 indi	3 vidu 3	4 4 4	5 oun 5 5	6 ds (p	7 ohor <b>7</b> 7	8 nem 8	9 es) i	10 in sil	mple	e, or		words t	o mak	e new w
Skills  Knowledge  Add or subst  RF.K.2e]  Skills  Knowledge	1 tute	2 indi	3 vidu 3	4 4 4	5 oun 5 5	6 ds (p	7 ohor <b>7</b> 7	8 nem 8	9 es) i	10 in sil	mple	e, or		words	o mak	e new w

Know and appand in text. C	, ,			el p	honi	ics a	nd v	word	d an	alysi	is sk	ills	ı decod	ling \	word	s bo	th in	isola	tior
Skills	1	2	3	4	5	6	7	8	9	10									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
Demonstrate primary soun	ds o	r ma	any (	of th	e m	ost 1	freq	uen <sup>.</sup>	t sou	unds			'		-	'		ng th	е
				of th	e m		freq	uen <sup>.</sup>	t sou				'		-	'		ng th	e

Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) CA [RF.K.3b]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **[RF.K.3d]** 

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

#### **Fluency**

Read emergent-reader texts with purpose and understanding. [RF.K.4]

Knowledge 1 2 3 4 5 6 7 8 9 10	Skills	1	2	3	4	5	6	7	8	9	10						
	Knowledge	1	2	-2	4	h	6	7	8			11	12				

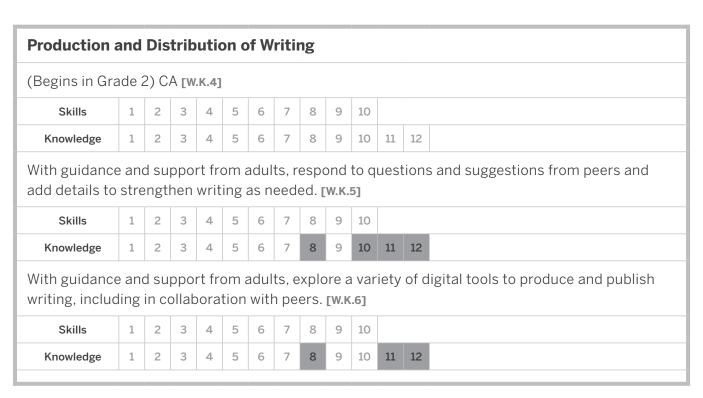
#### WRITING STANDARDS (W)

#### **Text Types and Purposes**

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.1]

Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				

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.2] 7 Skills 2 3 5 6 8 9 10 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 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. [w.k.3] Skills 1 2 3 4 5 6 7 8 10 5 6 7 8 9 10 11 12 1 2 3 4 Knowledge



#### 

With guidance from provided											atio	on from experiences or gather information
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
(Begins in Gra	ade 4	4) [v	V.K.9	]								
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Range of Wr	itin	g											
(Begins in Gra	ade 2	2) C	A [w	.K.10	1								
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## SPEAKING AND LISTENING STANDARDS (SL)

Comprehen	sion	an	d C	olla	bor	atio	n								
Participate in texts with pee													ers about Kindergarten topics and		
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Follow agreed															
_								. –			_	to o	thers and taking turns speaking		
_								. –			_	to o	thers and taking turns speaking		
about the top	ics a	and t	exts	s un	der	disc 6	ussi 7	on).	[SL.	K.1a	_	12	thers and taking turns speaking		
about the top	1 1	and t	3	4 4	der 5	disc 6 6	ussi 7 7	on). 8 8	9 9	10 10	11	12			
about the top Skills Knowledge	1 1	and t	3	4 4	der 5	disc 6 6 gh m	ussi 7 7 ultip	on). 8 8	9 9	10 10	11	12			

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.2] Skills 1 2 3 5 10 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge Understand and follow one- and two-step oral directions. CA [SL.K.2a] Skills 8 9 10 11 12 Knowledge Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] Skills 9 10 10 11 12 Knowledge 1 2 3 4 5

Presentatio	n of	Kn	owl	edg	e ar	nd le	dea	S					
Describe fam additional de				plac	es, t	thing	gs, a	nd e	even	ts a	nd, v	vith	prompting and support, provide
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Add drawings	or c	the	r vis	ual	disp	lays	to d	esc	ripti	ons	as d	esir	ed to provide additional detail. [SL.K.5]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Speak audibly	/ and	ıxə b	pres	s th	oug	hts,	feeli	ngs	, and	d ide	eas c	lea	-ly. [sl.K.6]
Speak audibly	y and	d exp			oug <b>5</b>	hts,	feeli 7	ings 8	, and	d ide	eas o	lea	rly. [SL.K.6]

# LANGUAGE STANDARDS (L)

Conventions	of	Sta	nda	ard l	Eng	lish							
Demonstrate or speaking.			nd o	f the	e co	nver	ntior	ns of	sta	nda	rd E	ngli	sh grammar and usage when writing
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Print many up	per	- an	d lov	verc	ase	lette	ers.	[L.K.	1a]				
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use frequentl	у ос	curr	ing	nou	ns a	nd v	erb:	S. <b>[L.</b>	K.1b]	l			
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Form regular	plur	al no	ouns	ora	lly b	y ac	ddin	g /s.	/ or	/es/	/ (e.	g., c	dog, dogs; wish, wishes). [L.K.1c]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Understand a	nd u	se q	uest	tion	wor	ds (i	nter	roga	ative	s) (e	e.g.,	who	o, what, where, when, why, how). [L.K.1d]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use the most	freq	uen	tly o	сси	rring	g pre	pos	itior	ıs (e	e.g., t	to, fi	om,	in, out, on, off, for, of, by, with). [L.K.1e]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Produce and	expa	ınd (	com	plet	e se	nter	nces	in s	hare	ed la	ngu	ıage	activities. [L.K.1f]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrate spelling when					e co	nver	ntior	ns of	sta	nda	rd E	ngli	sh capitalization, punctuation, and
Skills	1	2	3	4	5	6	7	8	9	10			

Skills	1	2	3	4	5	6	7	8	9	10										
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12								
ecognize an	d na	me (	end	pun	ctua	ation	1. [L.	K.2b]	l											
Skills	1	2	3	4	5	6	7	8	9	10										
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12								
Movieuge	_																			
			s fo	r mc	st c	ons	onar	nt ar	nd s	hort	-VOV	vel s	oun	ls (p	ohor	neme	es). [	L.K.2	:]	
			s foi	r mc	st c		onar 7		nd sl	hort 10	-VOV	vel s	oun	ds (p	ohor	neme	es). [	L.K.20	:]	
Write a letter	or le	tter									-VOV	vel s	ound	ds (p	ohor	neme	es). [	L.K.20	:]	
Write a letter	or le	tter 2	3	4	<b>5</b>	<b>6</b>	<b>7</b>	8	9	10 10	11	12								
Write a letter Skills Knowledge	or le	tter 2	3	4	<b>5</b>	<b>6</b>	<b>7</b>	8	9	10 10	11	12								

Knowledge	of L	ang	uag	e									
(Begins in Gr	ade i	2) <b>[</b> L	K.3]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Vocabulary .	Acq	uisi	tior	ı an	d U	se							
Determine or Kindergarten		-			_			own	anc	d mu	ıltipl	e-m	eaning words and phrases based on
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
-		_						and	арр	oly th	nem	accı	urately (e.g., knowing <i>duck</i> is a bird
and learning t							_						
and learning t  Skills	1	2	3	4	5	6	7	8	9	10			

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.К.4b] 3 10 Skills 2 3 4 5 6 7 8 9 10 11 12 Knowledge With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] Skills 1 2 3 4 5 6 10 2 3 7 9 10 11 12 Knowledge 5 6 8 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a] 3 7 Skills 10 2 5 3 4 6 7 8 9 10 11 12 Knowledge Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] Skills 2 5 7 9 10 11 12 Knowledge 4 6 Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] Skills 3 10 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] Skills 2 3 4 5 6 7 8 9 10 11 12 Knowledge Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6] Skills 3 10 2 3 4 8 9 10 11 12 Knowledge 5 6 7

Kindergarten | Common Core Alignment

#### **Grade 1 Overview**

# Common Core Alignment

#### READING STANDARDS FOR LITERATURE (RL)

Key Ideas ar	nd D	eta	ils									
Ask and answ	er q	uest	ions	s ab	out	key	deta	ails i	n a	text.	[RL.	1.1]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Retell stories, lesson. [RL.1.2]		udir	ng ke	ey d	etai	ls, a	nd c	lemo	onst	rate	und	derstanding of their central message or
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Describe char	acte	ers, s	sett	ings	, an	d m	ajor	eve	nts i	nas	stor	y, using key details. [RL.1.3]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Craft and	Struc	ture	9																					
Identify wor (See Grade		•																	to	th	e se	nse	S.	
Skills	1	2	3	4	5	6	7																	
Knowledge	1	2	3	4	5	6	7	8	9	10	11													
	1.00																							
Explain majo on a wide re										l sto	ries	an	d b	ook	s th	ıat	gi\	re i	nfo	rm	atio	on, o	drav	ving
on a wide re	ading	of a	ran	ge c	of tex	xt ty	pes			sto	ries	an	d b	ook	s th	nat	giv	re ii	nfo	rm	atio	on, o	drav	ving
on a wide re	ading 1	of a	ran 3	ge c	of tex	xt ty 6	7 7	8	. <b>1.5]</b>	10	11				s th	nat	giv	re i	nfo	rm	atio	on, o	draw	ving
on a wide re Skills Knowledge	ading 1	of a	ran 3	ge c	of tex	xt ty 6	7 7	8	. <b>1.5]</b>	10	11				s th	nat	gi\	re ii	nfo	rm	atio	on, o	drav	ving

Integration	of K	lnov	vlec	lge	and	llde	eas					
Use illustrati	ons a	and o	deta	ils ir	nas	tory	to (	desc	ribe	its	cha	racters, setting, or events. [RL.1.7]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
(Not applical	ole to	lite	ratu	ıre)	[RL.1	.8]						
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Compare and	d con	tras	t the	e ad	ven	ture	s an	d ex	peri	enc	es o	f characters in stories. [RL.1.9]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Range of Re	adiı	ng a	nd	Lev	el o	f Te	xt (	Com	ple	xity	,	
With prompti	ng a	nd s	ирр	ort,	read	d pro	ose	and	poe	try c	of a	opropriate complexity for Grade 1. [RL.1.10]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Activate prior	kno	wle	dge	rela <sup>.</sup>	ted <sup>·</sup>	to th	ne in	forr	nati	on a	nd (	events in a text. CA [RL.1.10a]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Confirm pred	ictio	ns a	ıbou	t wh	nat v	vill h	app	en r	next	in a	tex	t. CA [RL.1.10b]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas a	nd D	eta	ils									
Ask and ansv	ver q	uest	tions	s ab	out l	key	deta	ails i	nat	ext.	[RI.1	1]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Identify the r	nain	topi	c an	d re	tell	key	deta	ails c	of a t	text.	[RI.1	1.2]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Describe the	conr	nect	ion l	oetw	/een	two	ind	livid	uals	, eve	ents	, ideas, or pieces of information in a text.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Craft and	Struc	ture	9																							
Ask and ans															_						pł	nra	ses	in	a te	xt.
Skills	1	2	3	4	5	6	7																			
Knowledge	1	2	3	4	5	6	7	8	9	10	11															
17							,				,	Τ.						,			1.					_
contents, gl											•								_			_				
Know and u contents, gl Skills Knowledge	ossari	es, e	elec	tron	ic m	ienu	s, ic				•								_			_				
contents, gl	ossari 1 1 betwe	es, e	3 3 nfor	tron 4 4 mat	5 5 ion	6 6 prov	s, ic	ons]	) to	loca	te k	еу	fa:	cts	or	inf	or	ma	atio	on i	n a	a te	ext.	CA		
contents, gl Skills Knowledge Distinguish	ossari 1 1 betwe	es, e	3 3 nfor	tron 4 4 mat	5 5 ion	6 6 prov	s, ic	ons]	) to	loca	te k	еу	fa:	cts	or	inf	or	ma	atio	on i	n a	a te	ext.	CA		

Integration	of K	ínov	vlec	lge	and	llde	eas					
Use the illus	ratio	ns a	ınd d	deta	ils ir	nat	ext t	o de	escr	ibe i	ts k	ey ideas. [RI.1.7]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Identify the	easo	ns a	n at	ıtho	r giv	es t	o su	ppo	rt p	oint	s in	a text. [RI.1.8]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Identify basi illustrations,										een	two	texts on the same topic (e.g., in
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

With promp	ting a	nd s	ирр	ort,	reac	d inf	orm	atio	nal t	texts	s app	ropr	iate	у со	mpl	ex fo	or G	rad	e 1. 🛚	RI.1.10
Skills	1	2	3	4	5	6	7								•					
Knowledge	1	2	3	4	5	6	7	8	9	10	11									
Activate pri	or kno	wle	dge	rela	ted <sup>1</sup>	to th	ne in	forn	natio	on a	nd e	vents	ina	tex	. C	RI.	1.10a	a]		
		_		4	5	6	_													
Skills	1	2	3	4	)	6	7													
Skills Knowledge	1	2		4			7	8	9	10	11									
Knowledge	1	2	3	4	5	6	7					CA	RI.1.:	.Ob]						
	1	2	3	4	5	6	7					CA	RI.1.:	.0b]						

# READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Conce	epts											
		erst	and	ing (	of th	e or	gani	izati	on a	and I	nasi	c features of print. [RF.1.1]
								2461		11101	Just	o reactines of printing [missis]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Recognize the punctuation			uish	iing	feat	ures	of a	a ser	nten	ice (	e.g.,	first word, capitalization, ending
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Demonstrate	und	erst	and	ing (	of sp	oke	n wo	ords	, syl	labl	es, a	nd sounds (phonemes). [RF.1.2]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Distinguish l	ong f	rom	sho	rt vo	owel	SOL	ınds	in s	pok	en s	ingl	e-syllable words. [RF.1.2a]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Orally produc	ce sir	ngle-	-syll	able	: WOI	rds k	by b	lend	ing	soui	nds	(phonemes), including consonant blends.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Isolate and p		unce	e ini	tial,	med	dial v	/OW6	el, ar	nd fi	nal	sour	nds (phonemes) in spoken single-syllable
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Segment spo	ken s	singl	e-sy	llab	le wo	ords	into	the	ir co	mpl	ete	sequence of individual sounds (phonemes)
Skills	1	2	3	4	5	6	7					
O.C.IIIO												

#### **Phonics and Word Recognition** Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA [RF.1.3] Skills 2 3 4 6 7 Knowledge 6 7 Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a] Skills 3 4 Knowledge Decode regularly spelled one-syllable words. [RF.1.3b] Skills Knowledge Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c] Skills Knowledge Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [RF.1.3d] Skills Knowledge Decode two-syllable words following basic patterns by breaking the words into syllables. [RF.1.3e] 6 7 Skills Knowledge Read words with inflectional endings. [RF.1.3f] Skills Knowledge Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g] Skills Knowledge

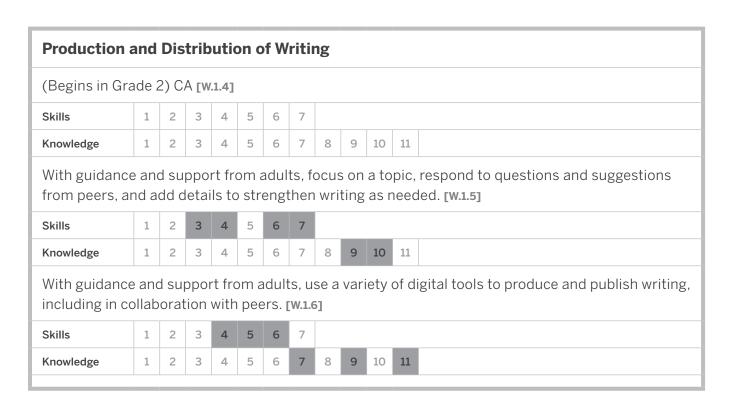
Fluency												
Read with su	ıfficie	nt a	ccui	racy	and	d flue	ency	/ to s	supp	oort	con	nprehension. [RF.1.4]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Read on-leve	el text	wit	h pu	irpos	se a	nd u	ınde	rsta	ndir	ng. [	RF.1.4	4a]
Skills	1	2	3	4	5	6	7					
ONIIIS												
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Knowledge												and expression on successive readings.
Knowledge Read on-leve												and expression on successive readings.
Knowledge Read on-leve	el text	ora	lly w	vith	accı	urac	y, ap					and expression on successive readings.
Knowledge  Read on-leve [RF.1.4b]  Skills  Knowledge	text	2 2	3 3	vith	<b>5</b>	urac 6	y, ar	opro 8	pria	te ra	ate,	
Knowledge Read on-leve [RF.1.4b] Skills Knowledge Use context	text	2 2	3 3	vith	<b>5</b>	urac 6	y, ar	opro 8	pria	te ra	ate,	and expression on successive readings.  Industry the successive readings and expression on successive readings.

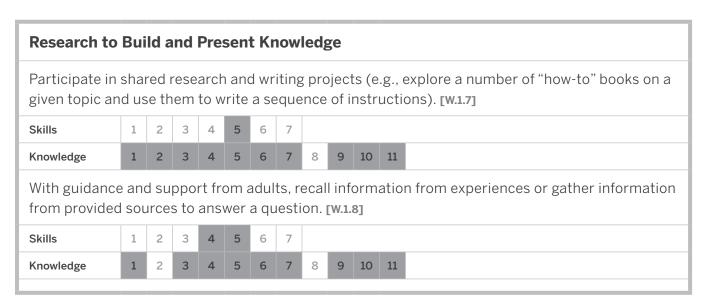
# WRITING STANDARDS (W)

Text Types	and	Pur	pos	es								
					_					•		name the book they are writing about, vide some sense of closure. <b>[w.1.1]</b>
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Write inform and provide				_					hey	nar	ne a	topic, supply some facts about the topic,
				of clo					hey	nar	ne a	topic, supply some facts about the topic,

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. [w.1.3]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	





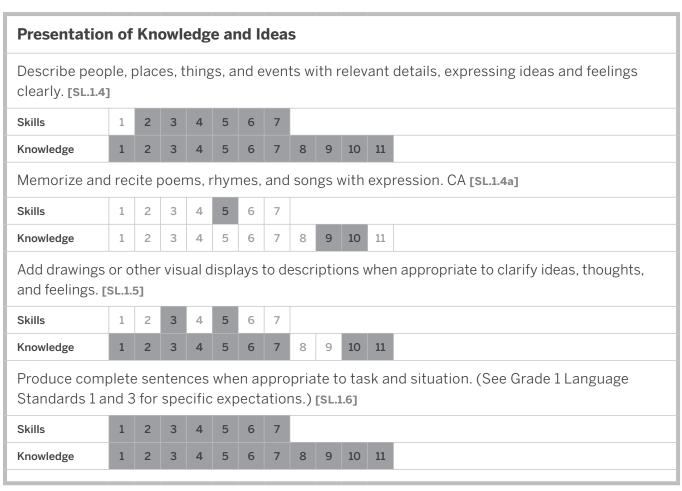
(Begins in Gr	ade 4	4) [v	V.1.9]									
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Range of W	/ritin	g															
(Begins in G	rade :	2) C	A [w	.1.10	]												
Skills	1	2	3	4	5	6	7										
Knowledge	1	2	3	4	5	6	7	8	9	10	11						

# SPEAKING AND LISTENING STANDARDS (SL)

Compreher	sion	an	d C	olla	bor	atio	n					
Participate in with peers an												rtners about Grade 1 topics and texts
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Follow agree about the top								. –			ng to	o others with care, speaking one at a time
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Build on othe exchanges.			1 CO	nver	rsati	ons	by r	esp	ondi	ing t	o th	e comments of others through multiple
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Ask question	ns to	clea	r up	any	con	ıfusi	on a	abou	ıt th	e to	oics	and texts under discussion. [SL.1.1c]
			2	4	5	6	7					
Skills	1	2	3	4	3	0	1					

		aia.	[SL.:	2]								
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Give, restate	e, and	follo	ow s	imp	le tw	/0-S <sup>†</sup>	tep (	dired	ctior	ns. C	:A [s	BL.1.2a]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Ask and ans	thing	that	t is r	not u	ınde	rsto	od.			says	in c	order to gather additional information or
	1	2	3	4	5	6	7					
Skills									9	10	11	



## LANGUAGE STANDARDS (L)

Convention	s of	Sta	nda	ard	Eng	lish						
Demonstrate or speaking.			nd o	of the	e co	nver	ntior	ns of	f sta	nda	rd E	nglish grammar and usage when writing
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Print all uppe	er- an	nd Io	wer	case	e lett	ters.	[L.1.	.1a]				
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use commor	n, pro	per,	and	l pos	sses	sive	nou	ıns.	[L.1.1	lb]		
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use singular	and p	olura	al no	uns	with	n ma	atch	ing ι	/erb	s in	basi	c sentences (e.g., He hops; We hop). [L.1.1c]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use persona their; anyone	•	-		-			ssiv	e, ar	nd in	idefi	nite	pronouns (e.g., I, me, my; they, them,
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use verbs to walk home; 7		_								futi	ure (	(e.g., Yesterday I walked home; Today I
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use frequent	ly oc	curr	ring	adje	ctiv	es. [	L.1.1	f]				
	1	2	3	4	5	6	7					
Skills												

Use frequent	ly oc	Cuii	0	-								•
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use determin	ners (	(e.g.	, art	icles	s, de	mor	nstra	ative	es).	[L.1.1	h]	
Skills	1	2	3	4	5	6	7					
Knowledge	1	4	3	4	5	6	7	8	9	10	11	
Use frequent	ly oc	curr	ing	prep	osit	tions	s (e.	g., d	urin	g, b	eyor	nd, toward). [L.1.1i]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Produce and	expa											clarative, interrogative, imperative, and
exclamatory							•	,,,,,				
Skills Knowledge	1	2	3	4	<b>5</b>	6	<b>7</b> 7	8	9	10	11	nglish conitalization nunctuation and
Skills  Knowledge  Demonstrate spelling when	1 1 e com n writ	2 1 1 1 1 1 1 1	3 nd o [L.1.	4 4 f the	5 5 e cor	6 nver	7 7 ntion	8	9	10	11	nglish capitalization, punctuation, and
Skills Knowledge Demonstrate spelling when	1 1 n writ	2 2 nmaring.	3 nd o [L.1.	4 4 f the 2]	5 5 e col	6 nver	7 7 ntion	8 ns of	9 sta	10 nda	<b>11</b> rd E	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when Skills  Knowledge	1 1 2 com n writ	2 nmar ting.	3 and o [L.1. 3 3	4 4 f the 2] 4	5 5 6 COI	6 6 nver	7 7 ntion 7 7	8 ns of	9	10	11	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when Skills  Knowledge  Capitalize da	1 1 2 com n writ	2 mmaring.	3 and o [L.1. 3 3	4 4 f the 2] 4	5 5 6 COI	6 6 nver	7 7 7 7 7 . [L.1	8 ns of	9 sta	10 nda	<b>11</b> rd E	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when Skills  Knowledge  Capitalize da Skills	1 1 2 com n writ	2 nmar ting.	3 and o [L.1. 3 3	4 4 f the 2] 4	5 5 6 COI	6 6 nver	7 7 ntion 7 7	8 ns of	9 sta	10 nda	<b>11</b> rd E	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when Skills  Knowledge  Capitalize da	1 1 n writ	2 mmaring.	3 and o [L.1. 3 anam.	4 4 f the 2 4 4 es o	5 5 5 f peo	6 6 ople	7 7 7 7 7 . [L.1	8 ns of	9 sta	10 nda	<b>11</b> rd E	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when Skills  Knowledge  Capitalize da  Skills	1 1 n writes a	2 2 nmarting. 2 2 nd r	3 3 mam 3 3	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	5 5 5 5 5 5 5	6 6 ople 6 6	7 7 7 7 7 7 7 7 7	8 8 8 2a]	9 9	10 nda	11 rd E	nglish capitalization, punctuation, and
Skills Knowledge Demonstrate spelling when Skills Knowledge Capitalize da Skills Knowledge	1 1 n writes a	2 2 nmarting. 2 2 nd r	3 3 mam 3 3	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	5 5 5 5 5 5 5	6 6 ople 6 6	7 7 7 7 7 7 7 7 7	8 8 8 2a]	9 9	10 nda	11 rd E	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when skills  Knowledge  Capitalize da  Skills  Knowledge  Use end pund	1 1 2 common write 1 1 ctuat	2 2 mmarting. 2 2 nd r 2 2 ion r	3 3 mnd oo [L.1. 3 3 3 mamm 3 3 3	4 4 f the 2] 4 4 4 es o	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	6 6 6 ople 6 6	7 7 7 7 7 7 7 7 . [L.1 7 7	8 8 8 2a]	9 9	10 nda	11 rd E	nglish capitalization, punctuation, and
Skills  Knowledge  Demonstrate spelling when skills  Knowledge  Capitalize da Skills  Knowledge  Use end pund Skills	1 1 2 common write 1 1 1 ctuat 1	2 2 mmarting. 2 2 md r 2 2 ion 2 2	3 3 mnd oo [L.1. 3 3 3 mnamm 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	4 4 f the 2] 4 4 es 0 4 4	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	6 6 6 6 6 6 6	7 7 7 7 7 7 . [L.1 7 7 7 7 7 7	8 8 8 8 8 8 8	9 9 9	10 nda 10 10 10	11 11 11 11	
Skills  Knowledge  Demonstrate spelling when skills  Knowledge  Capitalize da Skills  Knowledge  Use end pund Skills  Knowledge	1 1 2 common write 1 1 1 ctuat 1	2 2 mmarting. 2 2 md r 2 2 ion 2 2	3 3 mnd oo [L.1. 3 3 3 mnamm 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	4 4 f the 2] 4 4 es 0 4 4	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	6 6 6 6 6 6 6	7 7 7 7 7 7 . [L.1 7 7 7 7 7 7	8 8 8 8 8 8 8	9 9 9	10 nda 10 10 10	11 11 11 11	

Use convention			_	or w	ords	s wit	h co	mm	on s	pelli	ng p	patterns and for frequently occurring
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Spell untaugh	t wo	rds	phor	netio	cally	, dra	wing	g on	pho	nen	nic a	wareness and spelling conventions. [L.1.2e]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Knowledge	e of L	ang	uag	ge										
(Begins in G	arade :	2) [L	1.3]											
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			

Vocabulary	y Acq	uisi	tior	ı an	d U	se							
		-			_							e-meaning words and phrases based ray of strategies. [L.1.4]	on
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
llee conton			nto	/t ac		ا مرا	-a +h						
ose sentent	se leve	31 66	nite	KL as	s a C	iue i	.0 11	еш	ean	ing (	or a	vord or phrase. [L.1.4a]	
Skills	1	2	3	4	5	6	7	e m	ean	ing (	) i a '	vord or phrase. [L.1.4a]	
	1		3		5	6			ean 9	10	11	vord or phrase. [L.1.4a]	
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	of a word. [L.1.4b]	
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11		

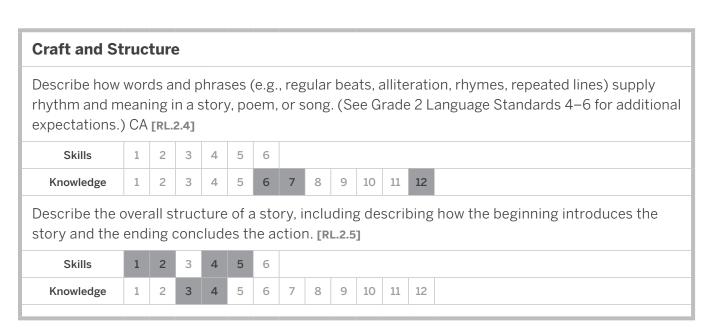
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L.1.4c] Skills 2 3 6 4 Knowledge 1 2 3 4 5 6 7 8 10 11 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5] Skills 2 3 6 7 8 9 10 11 Knowledge 4 5 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a] Skills Knowledge 9 10 3 5 6 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.1.5b] Skills 1 2 3 4 7 7 Knowledge 3 4 5 6 8 9 1 2 10 11 Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c] 7 Skills 3 1 6 Knowledge 2 3 5 6 7 8 9 10 11 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.1.5d] Skills 3 7 2 4 5 6 Knowledge 2 3 5 7 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). [L.1.6] 1 Skills 2 7 8 9 10 11 Knowledge 5 6

#### **Grade 2 Overview**

# Common Core Alignment

#### READING STANDARDS FOR LITERATURE (RL)

Key Ideas an	Key Ideas and Details												
Ask and answ understanding									whe	ere,	whe	n, w	hy, and how to demonstrate
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recount storie message, less Skills			_				folk	tales	s fro	m d	iver	se c	ultures, and determine their central
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Describe how	Describe how characters in a story respond to major events and challenges. [RL.2.3]												
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

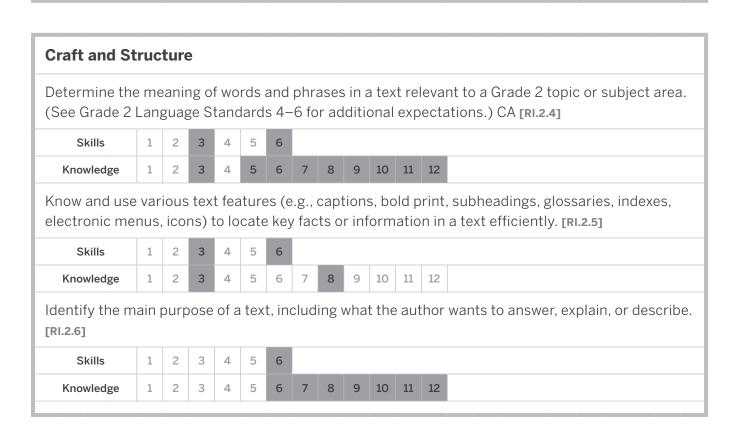


Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6] Skills Knowledge 10 11 

#### **Integration of Knowledge and Ideas** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7] Skills Knowledge 2 3 (Not applicable to literature) [RL.2.8] Skills Knowledge Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9] Skills Knowledge By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10] Skills Knowledge 1 2 3

#### READING STANDARDS FOR INFORMATIONAL TEXT (RI)

#### **Key Ideas and Details** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1] 2 Skills 3 4 5 6 7 8 9 10 11 12 Knowledge 2 3 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2] Skills 9 10 11 12 Knowledge 2 3 6 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3] Skills 3 4 5 Knowledge 2 3 4 5 6 7 8 9 10 11 12



Integration	of K	no۱	wled	lge	and	llde	eas						
Explain how s			mag	ges (	e.g.	, a d	iagr	am s	shov	ving	hov	a machine works) contribute to and	
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Describe how	Describe how reasons support specific points the author makes in a text. [RI.2.8]												
												makes in a text. [kiiz.e]	
Skills	1	2	3	4	5	6						makes in a toxt. [mz.e]	
Skills Knowledge	1	2	3 3	4	5	6	7		9		11		
Knowledge	1	2	3	4	5	6		8	9	10	11		.2.9]
Knowledge	1	2	3	4	5	6		8	9	10	11	12	.2.9]

# Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10] Skills 1 2 3 4 5 6 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

#### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and	l Wo	rd I	Rec	ogn	itio	n							
Know and appin text. CA [RF.	, ,	ade	-leve	el ph	onic	s an	ıd wo	ord a	analy	/sis	skills	s in (	decoding words both in isolation and
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
now spelling	g-sou	ınd	corr	espo	onde	ence	s fo	r ad	ditio	onal	con	nmo	n vowel teams. [RF.2.3b]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]													
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
	_	_			_	_	,						
				ion p	orefi		_					1]	
				on p	orefi 5		_					]	
ecode word	s wit	h cc	mm			xes	_					12	
Decode word Skills Knowledge	s wit	h cc 2	3 3	4	<b>5</b>	xes 6	and	suf	fixes	5. [RI	F.2.3d	12	correspondences. [RF.2.3e]
Decode word Skills Knowledge	s wit	h cc 2	3 3	4	<b>5</b>	xes 6	and	suf	fixes	5. [RI	F.2.3d	12	correspondences. [RF.2.3e]
Decode word Skills Knowledge dentify word	s wit	h cc 2 2	omm 3 3 cons	4 4 siste	5 ent b	xes 6 6 out c	and	suf	fixes	5. [RI	F.2.3d	12	correspondences. [RF.2.3e]
Skills  Knowledge  dentify word  Skills  Knowledge	s wit	h cc 2 2 h in 2	3 3 cons	4 4 siste	5 5 ent b 5	xes 6 6 out c	and 7 comi	suf 8 mon	fixes	10 elling	11 g-SOI	12 und	
Skills  Knowledge  dentify word  Skills	s wit	h cc 2 2 h in 2	3 3 cons	4 4 siste	5 5 ent b 5	xes 6 6 out c	and 7 comi	suf 8 mon	fixes	10 elling	11 g-SOI	12 und	

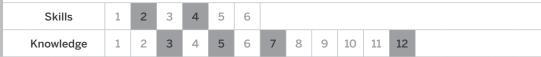
Fluency													
Read with suf	ficie	nt a	ссиі	racy	anc	l flue	ency	/ to s	supp	oort	con	npre	ehension. [RF.2.4]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Read on-level	text	wit	h pu	irpos	se a	nd u	nde	rsta	ndir	ng. [I	RF.2.	4a]	
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b] Skills Knowledge Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c] Skills Knowledge 

## WRITING STANDARDS (W)

## **Text Types and Purposes**

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 concluding statement or section. **[w.2.1]** 



Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [w.2.2]



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. [w.2.3]



## **Production and Distribution of Writing**

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.) CA [w.2.4]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [w.2.5]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [w.2.6]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

## **Research to Build and Present Knowledge**

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.2.7]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Recall information from experiences or gather information from provided sources to answer a question. [w.2.8]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

(Begins in Grade 4) [w.2.9]

01:11	-				_	_							
Skills	T	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## **Range of Writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA [w.2.10]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## SPEAKING AND LISTENING STANDARDS (SL)

## **Comprehension and Collaboration**

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]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

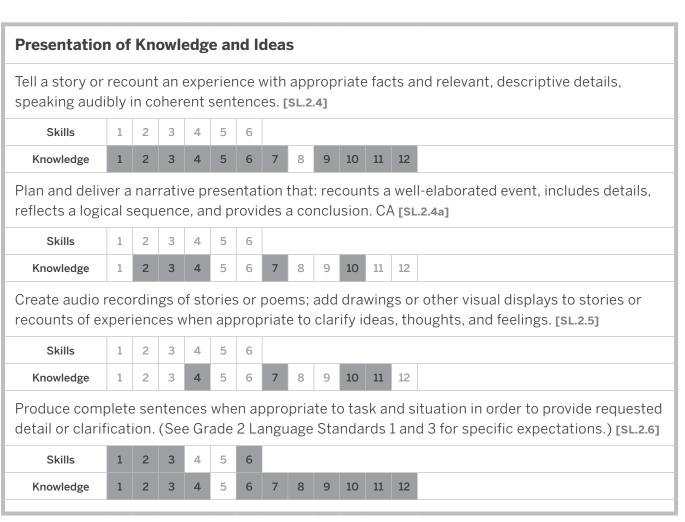
Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

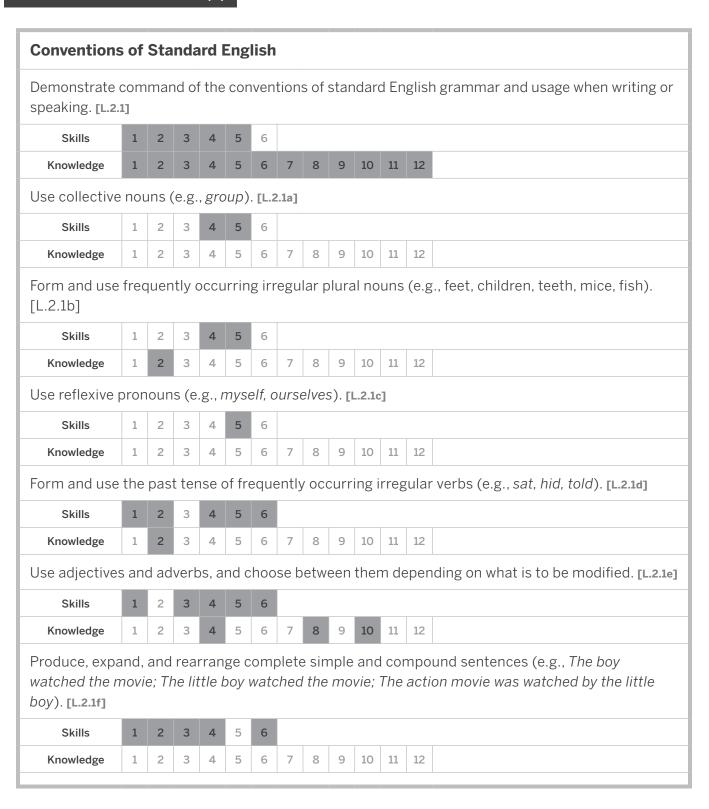
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8 9	10	11	12	
									_			r to clarify comprehension, gather rissue. [SL.2.3]
dditional inf	orma	atior	n, or	dee	pen	unc			_			r to clarify comprehension, gather r issue. <b>[sl.2.3]</b>
									_			, ,



## LANGUAGE STANDARDS (L)



01	_				_	_							
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrate spelling wher					e co	nver	ntior	ns of	f sta	nda	rd E	nglis	sh capitalization, punctuation, and
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Capitalize ho	iday	s, pr	rodu	ıct n	ame	es, a	nd g	geog	grapl	hic r	nam	es. [	
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use commas	in gr	eeti	ngs	and	clo	sing	s of	lett	ers.	[L.2.	2b]		
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use an apost	oph	e to	forr	n co	ntra	actic	ns a	and	freq	uent	tly o	ccu	rring possessives. [L.2.2c]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Generalize lea	arne	d sp	ellin	ıg pa	atter	ns v	vhe	n wr	iting	g wo	rds	(e.g.	., cage $\rightarrow$ badge; boy $\rightarrow$ boil). [L.2.2d]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Consult refers		ma	teria	als, i	nclu	ıding	g be	ginr	ning	dict	iona	ries	s, as needed to check and correct
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Knowledge	of L	ang	uag	e									
Use knowledg	ge of	lang	guag	ge ar	nd it	s co	nvei	ntio	ns w	/hen	wri	ting	, speaking, reading, or listening. [L.2.3]
		2	2	1	5	6							
Skills	1	2	3	4	3								

Compare forn	nal a	nd i	nfor	mal	use	s of	Eng	glish	. [L.2	2.3a]			
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

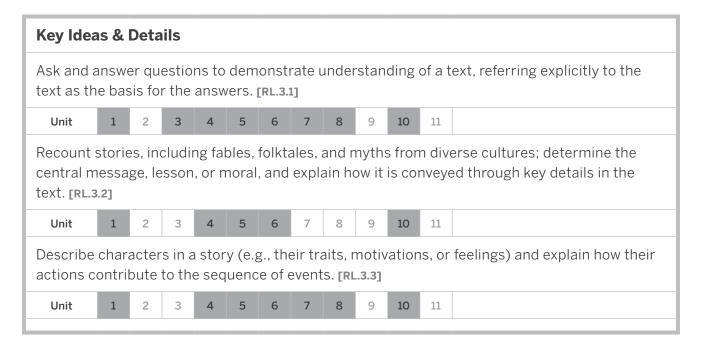
## **Vocabulary Acquisition and Use** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4] Skills 7 8 9 10 11 12 Knowledge 2 3 4 5 6 Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a] Skills 7 8 9 10 11 12 Knowledge 2 3 4 5 6 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.2.4b] Skills 3 2 3 4 5 Knowledge 6 7 8 9 10 **11** 12 Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c] Skills 3 5 7 Knowledge 1 2 3 4 5 6 8 9 10 11 12 Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d] Skills 3 5 5 10 12 Knowledge 2 3 4 6 11

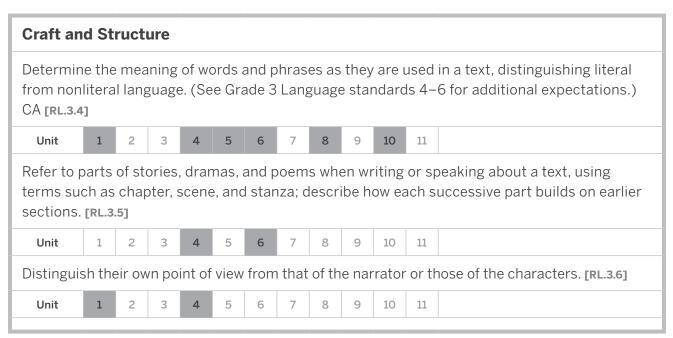
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA [L.2.4e] 3 Skills 2 3 5 6 7 8 9 10 11 12 Knowledge Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5] Skills 2 2 3 4 5 6 7 8 9 10 11 12 Knowledge Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a] Skills 5 6 Knowledge 6 7 8 9 10 11 12 Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b] Skills 1 2 3 4 5 6 2 3 12 Knowledge 5 6 8 10 11 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). [L.2.6] Skills Knowledge 2 3 4 5 6 7 8 9 10 11 12

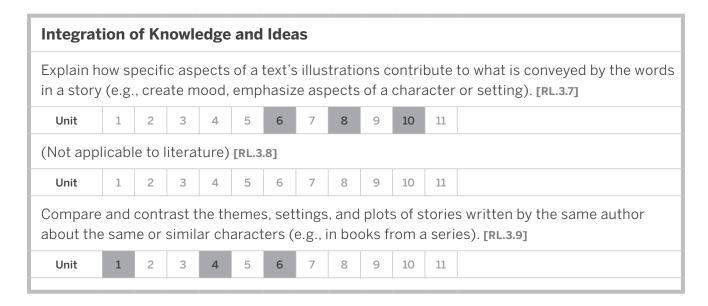
## **Grade 3 Overview**

## Common Core Alignment

## **READING STANDARDS - LITERATURE**

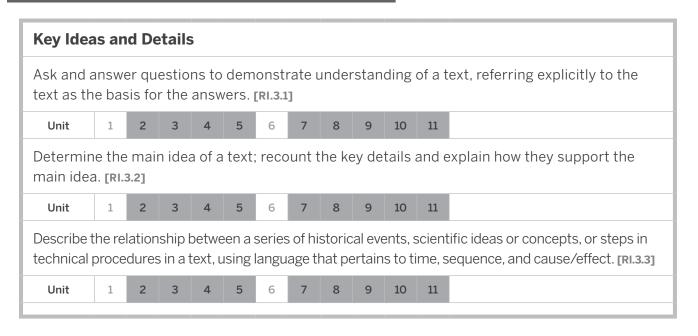




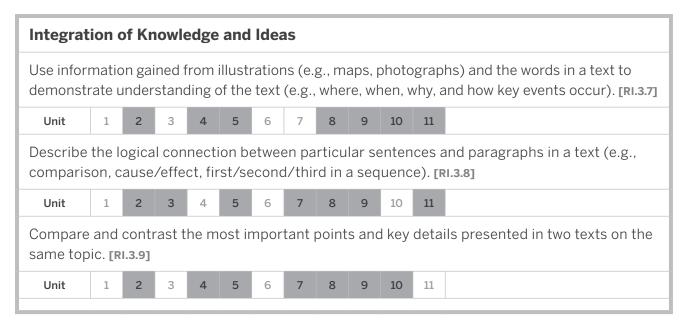


## Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently. [RL.3.10] Unit 1 2 3 4 5 6 7 8 9 10 11

## **READING STANDARDS - INFORMATIONAL TEXT**



### **Craft and Structure** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. (See Grade 3 Language standards 4–6 for additional expectations.) CA [RI.3.4] 7 8 Unit Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5] Unit Distinguish their own point of view from that of the author of a text. [RI.3.6] Unit



Range o	of Rea	adin	g and	d Lev	el o	f Tex	t Co	mple	exity	,		
_	scien	ce, ar	nd te	chnic	al tex	kts, a	t the					ts, including history/social des 2–3 text complexity band
Unit	1	2	3	4	5	6	7	8	9	10	11	

## READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	and	Wor	d Re	cogr	nitio	n						
Know and and in te		, ,		evel p	ohoni	ics ar	nd wo	ord ar	nalys	is ski	lls in	decoding words both in isolation
Unit	1	2	3	4	5	6	7	8	9	10	11	
Identify a	and kr	now t	he m	ieanii	ng of	the r	nost	comi	non	prefix	kes ai	nd derivational suffixes. [RF.3.3a]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Decode v	vords	with	com	mon	Latir	n suff	ixes.	[RF.3.	3b]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Decode r	nultis	syllab	le wo	ords.	[RF.3.	3c]						
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read gra	de-ap	prop	riate	irreg	gularl	y spe	elled	word	S. <b>[RF</b>	.3.3d]		
Unit	1	2	3	4	5	6	7	8	9	10	11	

Fluency												
Read with	n suff	icien	t acc	uracy	/ and	flue	ncy to	o sup	port	com	orehe	ension. [RF.3.4]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read on-	evel	text v	vith p	ourpo	se ar	nd ur	nders	tandi	ng. [I	RF.3.4	a]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read on-					ry or	ally v	with a	iccur	асу, а	appro	priat	te rate, and expression on
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use conte				or sel	f-cor	rect	word	reco	gnitio	on an	d und	derstanding, rereading
Unit	1	2	3	4	5	6	7	8	9	10	11	

## WRITING STANDARDS

Text Typ	oes a	nd P	urpo	ses								
Write op	inion	piece	s on	topic	s or	texts,	, sup	portir	ng a p	oint	of vie	ew with reasons. [w.3.1]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introduc structure					-		ting a	about	, sta	te an	opin	ion, and create an organizational
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide i	easor	ns tha	at sup	pport	the	opini	on. <b>[\</b>	W.3.1b]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use linki and reas	_			hrase	es (e.	g., be	caus	e, the	erefoi	e, sir	nce, f	or example) to connect opinion
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide a	conc	ludin	g sta	teme	nt or	sect	ion. [	W.3.1d	]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Write info	rmati	ve/ex	plana	itory t	exts	to exa	amine	a top	oic an	d con	vey ic	deas and information clearly. [w.3.2]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introduc aiding co			_			ed inf	orma	ntion :	toget	her;	inclu	de illustrations when useful to
Unit	1	2	3	4	5	6	7	8	9	10	11	
Develop	the to	pic w	/ith fa	acts,	defin	iitions	s, and	d deta	ails. [	W.3.2	b]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use linki categori	_				•	g., als	50, ar	nothe	r, and	d, mo	re, bı	ut) to connect ideas within
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide a	conc	ludin	g stat	temer	nt or	sectio	on. <b>[</b> W	/.3.2d]				
Unit	1	2	3	4	5	6	7	8	9	10	11	

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3] 4 6 Unit 11 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [w.3.3a] 2 10 Unit Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b] Unit Use temporal words and phrases to signal event order. [w.3.3c] 2 3 4 5 6 8 Unit 10 11 Provide a sense of closure. [w.3.3d] Unit 1 2 3 4 5 6 8 10 11

## **Production and Distribution of Writing** 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.3.4] Unit 1 2 6 10 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.) [w.3.5] Unit 5 6 10 11 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [w.3.6] 2 Unit 1 10 11

### **Research to Build and Present Knowledge** Conduct short research projects that build knowledge about a topic. [w.3.7] Unit Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [w.3.8] Unit (Begins in Grade 4) [w.3.9] Unit

## **Range of Writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.3.10]

Unit 1 2 3 4 5 6 7 8 9 10 11

## **SPEAKING AND LISTENING STANDARDS**

### **Comprehension and Collaboration** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. [SL.3.1] Unit Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a] Unit Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b] Unit

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c] 2 Unit 4 5 10 11 Explain their own ideas and understanding in light of the discussion. [SL.3.1d] Unit 10 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.3.2] 2 4 5 6 7 8 9 10 1 Unit 11 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3] 1 Unit 10 11

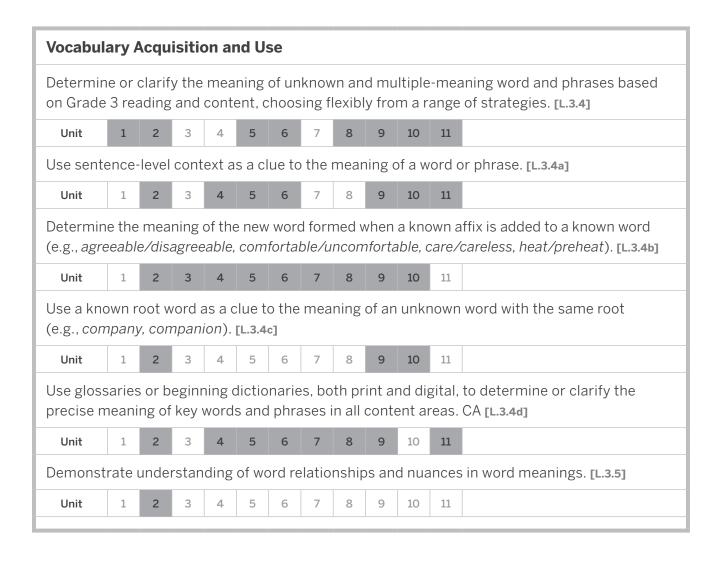
## **Presentation of Knowledge and Ideas** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4] 2 5 6 8 Unit 4 10 Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA [SL.3.4a] 5 Unit 11 10 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [SL.3.5] Unit 10 11 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 for specific expectations.) [SL.3.6] 10 Unit

## LANGUAGE STANDARDS

Conven	itions	of S	Stand	dard	Eng	lish						
Demons writing o					ne coi	nvent	ions	of sta	anda	rd En	glish	grammar and usage when
Unit	1	2	3	4	5	6	7	8	9	10	11	
Explain t								rbs, a	adjec <sup>.</sup>	tives,	and	adverbs in general and their
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an	d use	regul	ar an	d irre	egular	r plur	al no	uns. [	L.3.1b	]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use abs	tract r	nouns	s (e.g	., chi	Idhoc	od). [I	3.1c]					
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and	d use i	egula	ar and	d irre	gular	verbs	6. [L.3.	.1d]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an	d use	the s	imple	e (e.g	g., I w	alked	l; I wa	alk; I v	vill w	alk) \	/erb	tenses. [L.3.1e]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Ensure s	subjec	t-ver	b and	l pro	noun	-ante	cede	nt ag	green	nent.	[L.3.1	f]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an dependi						•		-	tives	and	adve	erbs, and choose between them
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use coo	rdinat	ing a	nd su	ıborc	linati	ng cc	njun	ction	S. [L.3	3.1h]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Produce	simp	le, co	mpo	und,	and c	comp	lex se	enter	ices.	[L.3.1i	]	
Unit	1	2	3	4	5	6	7	8	9	10	11	

Write legi a word ar	-			-				wing	marg	ins a	nd co	orrect spacing between letters in
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use recip	roca	l pror	nouns	s cori	ectly	. CA	[L.3.1k	<b>c</b> ]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Demonst spelling v					e cor	nvent	tions	of sta	anda	rd En	glish	capitalization, punctuation, and
Unit	1	2	3	4	5	6	7	8	9	10	11	
Capitalize	е арр	ropri	ate w	ords/	in tit	:les. [	L.3.2a	]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use com	mas i	n add	dress	es. [L	3.2b]							
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use com	mas a	and q	uota	tion r	mark	s in d	lialog	ue. <b>[</b> Լ	3.2c]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and	luse	poss	essiv	es. [L	3.2d]							
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use conv to base w				_	_			-				words and for adding suffixes
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use spell patterns,				_			•	_				osition-based spellings, syllable . [L.3.2f]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Consult r					inclu	ding	begir	nning	dict	onar	ies, a	as needed to check and
Unit	1	2	3	4	5	6	7	8	9	10	11	

Knowledge of Language												
Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Choose w	Choose words and phrases for effect. [L.3.3a]											
Unit	1	2	3	4	5	6	7	8	9	10	11	
Recognize and observe differences between the conventions of spoken and written standard English. [L.3.3b]												
Unit	1	2	3	4	5	6	7	8	9	10	11	

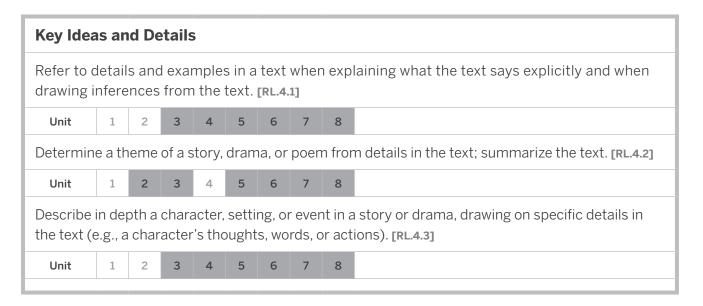


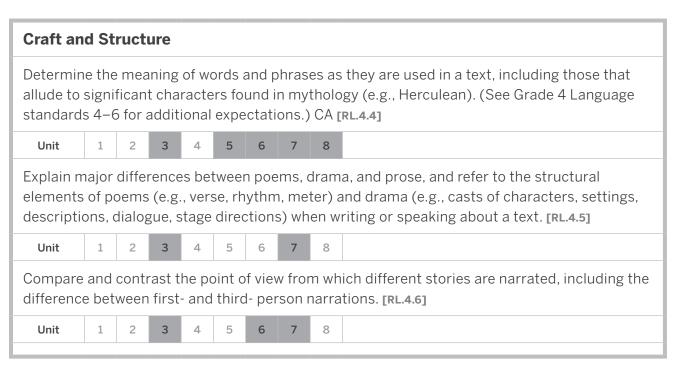
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [L.3.5a]													
Unit	1	2	3	4	5	6	7	8	9	10	11		
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [L.3.5b]													
Unit	1	2	3	4	5	6	7	8	9	10	11		
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [L.3.5c]													
Unit	1	2	3	4	5	6	7	8	9	10	11		
specific v	Unit 1 2 3 4 5 6 7 8 9 10 11  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.). [L.3.6]												
Unit	1	2	3	4	5	6	7	8	9	10	11		

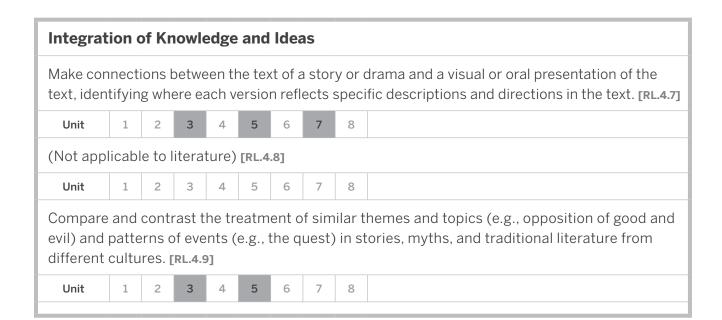
## **Grade 4 Overview**

## Common Core Alignment

## **READING STANDARDS - LITERATURE**







## Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

Unit 1 2 3 4 5 6 7 8

## **READING STANDARDS - INFORMATIONAL TEXT**

# Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1] Unit 1 2 3 4 5 6 7 8 Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2] Unit 1 2 3 4 5 6 7 8 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. [RI.4.3] Unit 1 2 3 4 5 6 7 8

## **Craft and Structure**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. (See Grade 4 Language standards 4–6 for additional expectations.) CA [RI.4.4]

Unit 1 2 3 4 5 6 7 8

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.4.5]

Unit 1 2 3 4 5 6 7 8

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]

**Unit** 1 2 3 4 5 6 7 8

## **Integration of Knowledge and Ideas**

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.4.7]

Unit 1 2 3 4 5 6 7 8

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

Unit 1 2 3 4 5 6 7 8

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

Unit 1 2 3 4 5 6 7 8

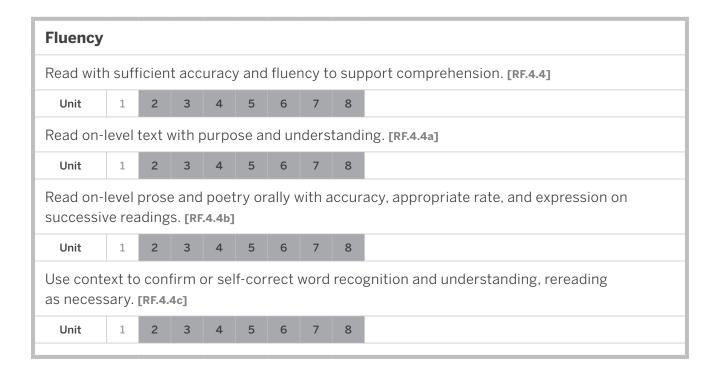
## Range of Reading and Level of Text Complexity

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

Unit 1 2 3 4 5 6 7 8

## **READING STANDARDS - FOUNDATIONAL SKILLS**

# Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3] Unit 1 2 3 4 5 6 7 8 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. [RF.4.3a] Unit 1 2 3 4 5 6 7 8



## WRITING STANDARDS

## Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [w.4.1] Unit 1 2 3 4 5 6 7 8 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. [w.4.1a] Unit 1 2 3 4 5 6 7 8

Provide r	easo	ns th	at are	e sup	porte	ed by	facts	and	details. [w.4.1b]			
Unit	1	2	3	4	5	6	7	8				
Link opini	on ar	nd rea	sons	using	g word	ds and	d phr	ases (	(e.g., for instance, in order to, in addition). [W.4.1c]			
Unit	1	2	3	4	5	6	7	8				
Provide a	con	cludir	ng sta	atem	ent o	rsec	tion i	relate	ed to the opinion presented. [W.4.1d]			
Unit	1	2	3	4	5	6	7	8				
Write info	rmati	ve/ex	plana	itory 1	texts	to exa	ımine	a top	oic and convey ideas and information clearly. [w.4.2]			
Unit	1	2	3	4	5	6	7	8				
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [w.4.2a]												
Unit	1	2	3	4	5	6	7	8				
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [w.4.2b]											
Unit	1	2	3	4	5	6	7	8				
Link idea also, beca				ries	of inf	orma	tion	using	g words and phrases (e.g., another, for example,			
Unit	1	2	3	4	5	6	7	8				
Use preci	se lar	nguag	ge and	d don	nain-s	speci	fic vo	cabu	lary to inform about or explain the topic. [w.4.2d]			
Unit	1	2	3	4	5	6	7	8				
	Provide a concluding statement or section related to the information or explanation presented. [w.4.2e]											
Unit	1	2	3	4	5	6	7	8				
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.4.3]											
Unit	1	2	3	4	5	6	7	8				
			_						introducing a narrator and/or characters; ly. [w.4.3a]			
Unit	1	2	3	4	5	6	7	8				

Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b] 6 7 8 Unit Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c] 2 4 5 6 Unit 3 8 Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d] Unit Provide a conclusion that follows from the narrated experiences or events. [W.4.3e] 2 Unit 1 3 4

## **Production and Distribution of Writing** Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA [w.4.4] 1 2 3 4 5 6 7 8 Unit 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.) [w.4.5] Unit 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. [W.4.6] Unit 1 2 3 4 5 6 8

## **Research to Build and Present Knowledge** Conduct short research projects that build knowledge through investigation of different aspects of a topic. [w.4.7] Unit 2 3 4 6 8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA [w.4.8] Unit 5 6 8 Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.4.9] Unit 1 2 3 5 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]."). [w.4.9a] Unit 3 4 6 7 8 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"). [w.4.9b] Unit

## **Range of Writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.4.10]

Unit 1 2 3 4 5 6 7 8

## SPEAKING AND LISTENING STANDARDS

## **Comprehension and Collaboration** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1] Unit 2 3 5 8 6 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a] 4 6 7 8 2 Unit Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b] 2 3 6 Unit 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. [SL.4.1c] Unit Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] Unit 3 4 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2] 3 4 Unit 2 5 6 Identify the reasons and evidence a speaker or media source provides to support particular points. CA [SL.4.3] Unit 2 3 8

## **Presentation of Knowledge and Ideas**

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.4.4]

Unit 1 2 3 4 5 6 7 8

Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA [SL.4.4a] 1 2 Unit Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5] 4 5 Unit 1 2 3 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. (See Grade 4 Language standards 1 and 3 for specific expectations.) [SL.4.6] 2 Unit 6 7 8

## LANGUAGE STANDARDS

Convent	Conventions of Standard English												
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1]													
Unit	1	2	3	4	5	6	7	8					
Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA [L.4.1a]													
Unit	1	2	3	4	5	6	7	8					
Form and	use <sup>1</sup>	the pr	ogre	ssive	(e.g.,	l was	walk	king; l	am walking; I will be walking) verb tenses. [L.4.1b]				
Unit	1	2	3	4	5	6	7	8					
Use mod	al au	xiliari	es (e	.g., c	an, m	ay, n	nust)	to co	onvey various conditions. [L.4.1c]				
Unit	1	2	3	4	5	6	7	8					
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). [L.4.1d]													
Unit	1	2	3	4	5	6	7	8					

Form and use prepositional phrases. [L.4.1e]													
Unit	1	2	3	4	5	6	7	8					
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [L.4.1f]												
Unit	1	2	3	4	5	6	7	8					
Correctly use frequently confused words (e.g., to, too, two; there, their). [L.4.1g]													
Unit	1	2	3	4	5	6	7	8					
Write flui	Write fluidly and legibly in cursive or joined italics. CA [L.4.1h]												
Unit	1	2	3	4	5	6	7	8					
Demonst spelling w					e cor	nvent	ions	of sta	andard English capitalization, punctuation, and				
Unit	1	2	3	4	5	6	7	8					
Use corre	ect ca	apital	izatio	n. [L	.4.2a]								
Unit	1	2	3	4	5	6	7	8					
Use comr	nas a	and q	uota	tion r	mark	s to r	nark	direc	t speech and quotations from a text. [L.4.2b]				
Unit	1	2	3	4	5	6	7	8					
Use a cor	nma	befor	еас	oord	inatir	ng co	njun	ction	in a compound sentence. [L.4.2c]				
Unit	1	2	3	4	5	6	7	8					
Spell grad	de-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing references as needed. [L.4.2d]				
Unit	1	2	3	4	5	6	7	8					

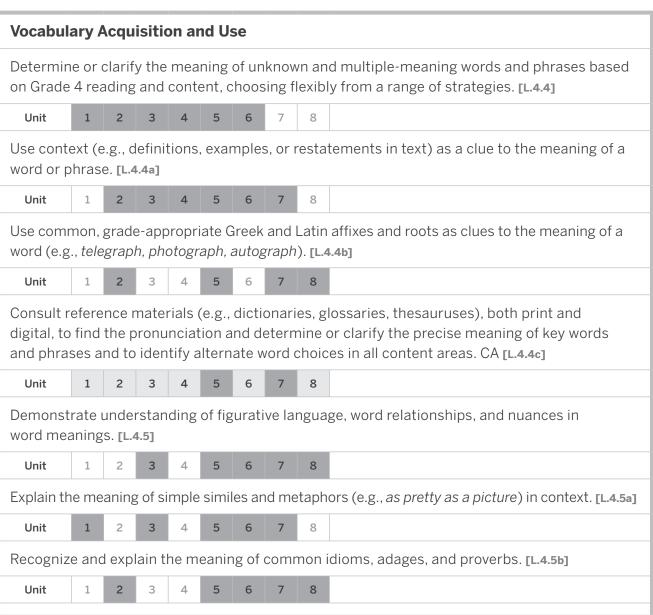
## Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3] Unit 1 2 3 4 5 6 7 8 Choose words and phrases to convey ideas precisely. [L.4.3a] Unit 1 2 3 4 5 6 7 8

Choose punctuation for effect. [L.4.3b]

Unit 1 2 3 4 5 6 7 8

Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]

Unit 1 2 3 4 5 6 7 8

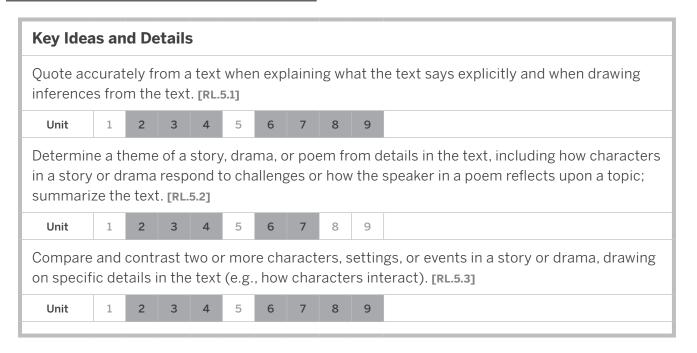


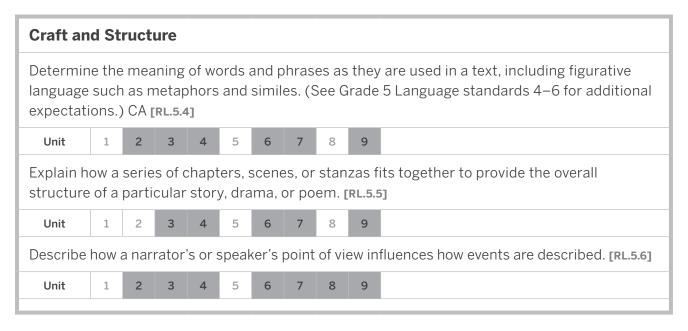
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c] 5 6 7 8 Unit Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise 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). [L.4.6] Unit 2 3 4 5 6 8

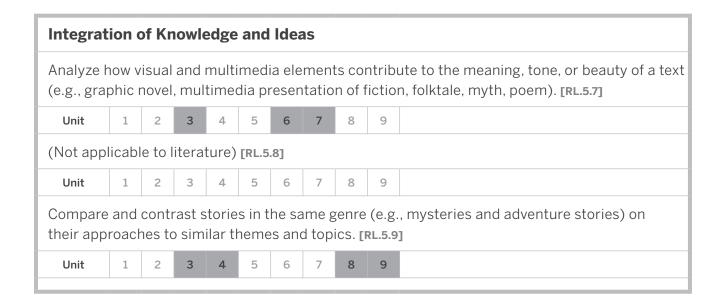
## **Grade 5 Overview**

## Common Core Alignment

## **READING STANDARDS - LITERATURE**







## Range of Reading and Level of Text Complexity

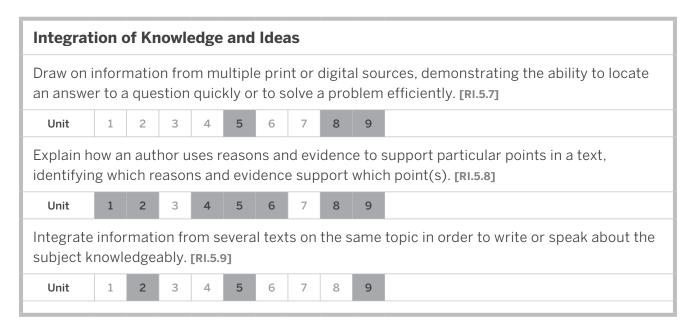
By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RL.5.10]

Unit 1 2 3 4 5 6 7 8 9

## **READING STANDARDS - INFORMATIONAL TEXT**

# Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1] Unit 1 2 3 4 5 6 7 8 9 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2] Unit 1 2 3 4 5 6 7 8 9 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. [RI.5.3] Unit 1 2 3 4 5 6 7 8 9

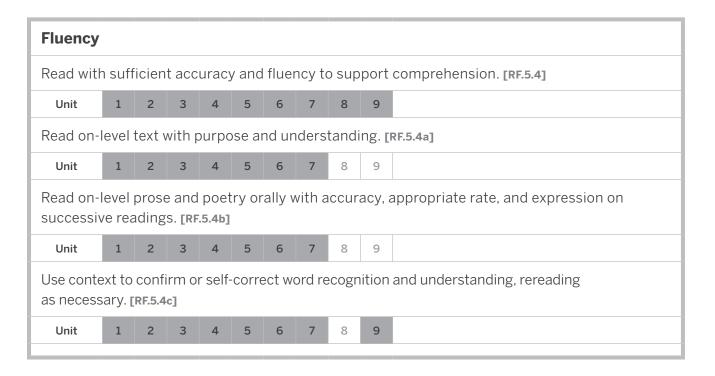
## Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. (See Grade 5 Language standards 4–6 for additional expectations.) CA [RI.5.4] 1 2 3 8 Unit Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5] 3 4 5 6 7 8 9 Unit Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6] Unit



## Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10] Unit 1 2 3 4 5 6 7 8 9

## **READING STANDARDS - FOUNDATIONAL SKILLS**

# Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3] Unit 1 2 3 4 5 6 7 8 9 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. [RF.5.3a] Unit 1 2 3 4 5 6 7 8 9



## **WRITING STANDARDS**

## Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [w.5.1] Unit 1 2 3 4 5 6 7 8 9

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. [w.5.1a]												
Unit 1 2 3 4 5 6 7 8 9												
Provide logically ordered reasons that are supported by facts and details. [W.5.1b]												
Unit 1 2 3 4 5 6 7 8 9												
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  [W.5.1c]												
Unit 1 2 3 4 5 6 7 8 9												
Provide a concluding statement or section related to the opinion presented. [w.5.1d]												
Unit 1 2 3 4 5 6 7 8 9												
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2]												
Unit 1 2 3 4 5 6 7 8 9												
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [w.5.2a]												
Unit 1 2 3 4 5 6 7 8 9												
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [w.5.2b]												
Unit 1 2 3 4 5 6 7 8 9												
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [w.5.2c]												
Unit 1 2 3 4 5 6 7 8 9												
Use precise language and domain-specific vocabulary to inform about or explain the topic. [w.5.2d]												
Unit 1 2 3 4 5 6 7 8 9												
Provide a concluding statement or section related to the information or explanation presented. [w.5.2e]												
Unit 1 2 3 4 5 6 7 8 9												

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.5.3] 4 5 Unit 3 6 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.5.3a] 2 5 6 7 Unit 3 4 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b] Unit Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [w.5.3c] 5 6 7 8 9 Unit Use concrete words and phrases and sensory details to convey experiences and events precisely. [w.5.3d] Unit Provide a conclusion that follows from the narrated experiences or events. [W.5.3e] 2 5 9 Unit 6 8 **Production and Distribution of Writing** Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA [w.5.4] Unit 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.) [w.5.5]

## **Research to Build and Present Knowledge** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [w.5.7] Unit 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.5.8] 5 8 9 Unit Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.5.9] Unit 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]"). [W.5.9a] 5 Unit 2 3 4 8 9 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]"). [w.5.9b] 2 Unit

## Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10]

Unit 1 2 3 4 5 6 7 8 9

## SPEAKING AND LISTENING STANDARDS

## **Comprehension and Collaboration** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1] Unit 2 3 5 7 8 6 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a] 1 4 5 6 7 8 9 Unit Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b] 1 2 3 4 6 8 Unit Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c] Unit Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d] Unit Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2] 2 3 5 6 Unit 8 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA [SL.5.3] 1 2 5 6 8 Unit

## Presentation of Knowledge and Ideas

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.5.4]

Unit 1 2 3 4 5 6 7 8 9

Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA [SL.5.4a]

Unit 1 2 3 4 5 6 7 8 9

Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA [SL.5.4b]

Unit 1 2 3 4 5 6 **7** 8 9

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [sl.5.5]

Unit 1 2 3 4 5 6 7 8 9

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 for specific expectations.) [sl.5.6]

Unit 1 2 3 4 5 6 7 8 9

## LANGUAGE STANDARDS

## **Conventions of Standard English**

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

Unit 1 2 3 4 5 6 7 8 9

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]

Unit 1 2 3 4 5 6 7 8 9

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]

Unit 1 2 3 4 5 6 7 8 9

Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]													
Unit	1	2	3	4	5	6	7	8	9				
Recognize and correct inappropriate shifts in verb tense. [L.5.1d]													
Unit	1	2	3	4	5	6	7	8	9				
Use correlative conjunctions (e.g., either/or, neither/nor). [L.5.1e]													
Unit	1	2	3	4	5	6	7	8	9				
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2]												
Unit	1	2	3	4	5	6	7	8	9				
Use pund	Use punctuation to separate items in a series. [L.5.2a]												
Unit	1	2	3	4	5	6	7	8	9				
Use a cor	mma	to se	para	te an	intro	duct	ory e	leme	nt fro	om the rest of the sentence. [L.5.2b]			
Unit	1	2	3	4	5	6	7	8	9				
from the	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?). [L.5.2c]												
Unit	1	2	3	4	5	6	7	8	9				
Use unde	Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]												
Unit	1	2	3	4	5	6	7	8	9				
Spell grad	de-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing r	eferences as needed. [L.5.2e]			
Unit	1	2	3	4	5	6	7	8	9				

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

## **Vocabulary Acquisition and Use** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. [L.5.4] Unit 5 6 8 Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a] 2 Unit 1 8 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b] Unit 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 and to identify alternate word choices in all content areas. CA [L.5.4c] 1 Unit 2 3 5 6 8 9 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5] 2 9 Unit 6 Interpret figurative language, including similes and metaphors, in context. [L.5.5a] 2 3 4 6 8 9 Unit Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b] 5 6 8 Unit Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c] 3 Unit 1 2 4 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). [L.5.6] Unit 4 6

