# MSD of Pike Township K-5 Literacy Curriculum Map and Resources

	K-5 Literacy Curriculum Map and Resources						
Teacher Resources	Student Resources	Curriculum Map Helpful Hints					
Teacher's Guide - A comprehensive guide that provides support and resources for instructional planning. There are multiple volumes depending on the grade level and they are available in print	myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.	Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.					
and online.  Teaching Pal - An annotated version of the student myBook. It provides questions, think	Rigby Leveled Library - K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom.	<b>Modules</b> - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.					
alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use during instruction.	Consult your building principals for details.  Student Choice Library, Read Aloud Books (K-	<b>Lessons</b> - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).					
Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for	2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.	Ed: Your Friend in Learning - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.					
each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.	Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.	<b>Priority Standards and Essential Skills -</b> these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).					
Teacher Resource Book - A collection of Printables for student application of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.	Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.	<b>Common Assessments -</b> At the end of each module there is a <b>Module Assessment</b> . These will serve as the common assessments for Year 1 of implementation. All K-5 students will take this assessment during the designated week of instruction.					
Guiding Principles and Strategies - An overview	Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and	SPECIAL NOTES					
of Into Reading and details about each literacy component, implementation tips, and support for families.	allows students to apply foundational skills in context.	Grades 3-5 Teachers: Critical ILEARN and IREAD standards and skills are <b>bolded</b> in each module; however, if the standard is not a priority for that particular module, it appears separate as it is a spiral or supplemental skill for that					
BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use	Sound/Spelling Cards (Grades 1-2 only) - large- format instruction cards with pictures and multiple spelling combinations.	module.					
during instruction.	<b>Kindergarten Only -</b> alphafriend cards/videos and alphabet cards.						
Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.							

		MSD of Pike Township Re	eading Curriculum Map - Grade 3		
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Priority Standards  Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.2 [1]	3.RV.2.4 [2]  Critical IREAD Standard: 3.RV.2.1 [10]	3.RL.2.2 [3] 3.RL.2.3 [6] 3.RL.3.2 [8] Critical ILEARN Standard: 3.RL.4.2 [9] Critical IREAD Standard: 3.RV.3.1, 3.RL.4.1 [11]	3.W.6.1.e [4]	3.W.4.a [5] 3.W.3.3 [7]
Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	Decode two-syllable words with CVC, CVr, short vowel, VV, VCe, and Cle patterns.  Decode words with closed and open syllable patterns.	Use context clues to determine the meaning of unknown words.  Use a known word as a clue the meaning of an unknown word.  Use text features to determine the meaning of unknown words.  Distinguish between literal and figurative language.  Identify when an affix is added to a root word.	Refer to a text to support my answer.  Identify the narrator's point of view.  Identify the narrator.  Describe how a character, setting, or event affects the plot.  Determine how the author uses words and phrases to provide meaning to works of literature, including figurative language.  Describe characters in a story by their traits, motivations, and feelings.  Explain how character's actions affect the plot.  Distinguish my point of view from the narrator or other characters in the story.  Identify the theme of folktales, fables, and tall tales.	Write complete simple, compound, and complex sentences.  Write declarative, interrogative, imperative, and exclamatory sentences.  Write sentences using coordinating and subordinating conjunctions.	Generate a draft by developing, selecting, and organizing ideas.  Write with a specific topic, purpose, and genre in mind.  Revise my writing using appropriate reference materials.  Edit my writing for format and conventions.  Write narrative compositions in a variety of forms.  Include specific descriptive details in the events of my story.
<u>Topics</u>	Long, short vowels  Accuracy and self-correction Expression Reading rate	Prefixes: mis-, un-, non- Suffixes: -ful, -less Context clues	What a Character! Realistic fiction Fantasy	Kinds of sentences Simple sentences Compound sentences	Narrative writing Writing process  Prompt: Summer friends can last forever. Think about what you did and who you played with last summer. Write about something that happened during the summer.

MSD of Pike Township Reading Curriculum Map - Grade 3						
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing	
Lesson Content	Lessons 1-5 Decoding: short vowels (a,e,i, o,u) Fluency: accuracy and self correction  Lessons 6-10 Decoding: long vowels (a,e,i,o, u) VCe words Fluency: expression  Lessons 11-15 Decoding:more long a and e spellings Fluency: reading rate	Lessons 1-5 clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched  Lessons 6-10 moody, pesky, snarled, illustrate, annual, protested, recited  Lessons 11-15 venturing, predictable, emergency, consult, distract, drastic	Lessons 1-5 Realistic fiction Narrator Point of view  Lessons 6-10 Monitor and clarify Figurative language Literary elements  Lessons 11-15 Make inferences Point of view Text and graphic features Theme	Lessons 1-5 Subject and predicate Sentence fragments Common and proper nouns  Lessons 6-10 Kinds of sentences (statements, commands, statements, questions, and exclamations)  Lessons 11-15 Simple and compound sentences Coordinating conjunctions Run-on sentences	Lessons 1-5 Simple sentences Personal narrative  Lessons 6-10 Prewriting Drafting Elements of a narrative  Lessons 11-15 Revising: adjectives as details Conferencing and editing Publishing Sharing	
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables: Graphic Organizer 24	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project  Printables: Graphic Organizer 15, Graphic Organizer 11, Graphic Organizer 22  Required: Module Assessment (online)	Optional: Writer's Notebook Printables: 1.6.1, 1.6.3, 1.1.4	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)	
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment	
Week 1	August 17-21	Lessons 1-5	3.W.6.2c [12]	Marisol McDonald Doesn't Match	Weekly Assessment	
Week 2	August 24-28	Lessons 6-10	3.RV.3.3, 3.W.6.2c [13]	Judy Moody, Mood Martian	Weekly Assessment	
Week 3	August 31 - September 4	Lessons 11-15	3.W.6.2b [14]	Scaredy Squirrel	Weekly Assessment	
Week 4	September 8-11 (4-day)	Remediation/Enrichment	as needed	as needed	Required Module Assessment	

		MSD of Pike Township R	eading Curriculum Map - Grade 3		
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Priority Standards  Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.2 [15]	3.RV.2.2 [14] 3.RV.2.4 [20] Critical ILEARN Standard: 3.RV.2.2 [	3.RL.3.1 [17]  Critical ILEARN Standards: 3.RL. 2.1, 3.RL.2.3 [24]  Critical IREAD Standards: 3.RV. 3.1, 3.RL.4.1 [26]	3.W.6.1.b [18] 3.W.6.2.a [21] 3.W.6.2.c [25]	3.W.4 [19] 3.W.3.2 [22]
Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	Decode two-syllable words with a short vowel, VV, and VCe pattern.	Identify synonyms, antonyms, homographs, and homonyms.  Use a known word as a clue to the meaning of an unknown word with the same root.  Identify when an affix is added to a known word.	Refer to a text to support my answer.  Distinguish between literal and figurative language.  Determine how the author uses words and phrases to provide meaning to works of literature, including figurative language.  Understand how the author structured the text.  Describe how a character, setting, or event affects the plot.  Describe characters in a story by their traits, motivations, or feelings.  Identify the narrator's point of view.  Use what I read to answer questions.  Identify parts of a text, including the chapter, scene, or stanza.	Write sentences that use regular and irregular verbs.  Change verb tenses to convey time or sequence in my writing.  Capitalize proper nouns in my writing.  Use spelling patterns when writing.	Generate a draft by developing, selecting, and organizing ideas.  Write with a specific topic, purpose, and genre in mind.  Revise my writing using appropriate reference materials.  Edit my writing for format and conventions.  Write informative compositions on a variety of topics  State the topic and develop a main idea for the introduction.  Develop the topic with facts and details.  Write a conclusion.
<u>Topics</u>	Long o and i Review short and long vowels Phrasing Reading rate Expression	Prefixes re-, pre- dis- Suffixes -y, -ly Synonyms and antonyms	Use Your Words! Letters Realistic fiction Poetry Memoir Fantasy	Common and proper nouns Plural nouns with –s and –es Types of verbs	Informative writing Writing process  Prompt: The future me is open for all possibilities. Think about your hopes and dreams for the future. Write a letter to your future self as a grown-up. Describe your goals and how you think you can accomplish them.

		MSD of Pike Township F	Reading Curriculum Map - Grade 3	}	
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Lesson Content	Lessons 1-5 Decoding: more long o spellings Fluency: phrasing  Lessons 6-10 Decoding: more long i spellings Fluency: reading rate  Lessons 11-15 Decoding: review short and long vowels Fluency: expression	Lessons 1-5 express, convey, chronicle, creative, video, costumes, block, hydrant, march  Lessons 6-10 desires, entry, steep, speed, breezy, conductor  Lessons 11-15 assigned, mosaics, retains, precious, demolition, projects	Lessons 1-5 Retell Summarize Text and graphic features Point of view Literary elements  Lessons 6-10 Ask and answer questions Elements of poetry Figurative language Text and graphic features  Lessons 11-15 Visualize Literary elements Elements of poetry Point of view	Lessons 1-5 Common nouns Proper nouns  Lessons 6-10 Singular nouns Plural nouns -s and -es  Lessons 11-15 Action verbs Being verbs Adverbs that compare	Lessons 1-5 Prewriting Priming the writer/previewing letters  Lessons 6-10 Drafting Revising Elements of a letter  Lessons 11-15 Adding details Peer editing Publishing Sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printable: Graphic Organizer 13  Required: Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 2.1.3, 3.1.3	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacing Gu	idance	Lessons	Additional Standards	Text	Assessment
Week 1	September 14-18	Lessons 1-4	3.RV.2.5, 3.RF.1, 3.RF.4.4 [27]	A LOL Story Dear Primo	Weekly Assessment
Week 2	September 21-25	Lessons 5-9	3.RV.1, 3.RV.2.5, 3.RF.4.5, 3.RF.5 [28]	Adventures with Words The Upside Down Boy	Weekly Assessment
Week 3	September 28 - October 2	Lessons 10-14	3.RF.5, 3.RL.1, 3.RL.3.2 [29]	Dear Dragon	Weekly Assessment
Week 4	October 5-9	Lesson 15, Remediation/Enrich	as needed	as needed	Required Module Assessment

		MSD of Pike Townshi	p Reading Curriculum Map - Grade 3		
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Priority Standards	3.RF.4.4 [30]	3.RV.2.4 [31]	3.RN.2.2 [32]	3.W.6.1.a [33]	3.W.4 [34]
Critical ILEARN and IREAD-3	3.W.6.2.c [35]	3.RV.3.2 [36]	3.RN.2.3 [37]	3.W.6.1.b [38]	3.W.3.2 [39]
standards are <b>BOLDED</b> ; however, if the standard is not a priority for THIS			3.ML.2.1 [40]	3.W.6.2.b [41]	
module, it appears separate as it is a spiral or supplemental standard.			3.SL.3.1 [42]		
ITALICIZED standards indicate that		Critical ILEARN Standard: 3.RV.2.2 [43]	Critical ILEARN Standards: 3.RN.2.1, 3.RN. 4.2 [44]		
this is the last time assessed and, therefore, mastery is expected.			Critical IREAD Standards: 3.RN.3.1, 3.RN. 3.2		
	Read words that have blends and common spelling patterns.	Define multiple-meaning words.	Refer to a text to support my answer.	Use abstract nouns in my writing.	Generate a draft by developing, selecting, and organizing ideas.
	Use spelling patterns when	Use a known word as a clue to the meaning of an unknown word with	Determine the main idea of a nonfiction text.	Change verb tenses to convey time or sequence in my writing.	Write with a specific topic, purpose,
	writing.	the same root.	IEXL.	inne or sequence in my writing.	and genre in mind.
		Determine the meanings of words	Identify key details in a nonfiction text.	Use commas.	Revise my writing using appropriate
		and phrases in a nonfiction text.	Retell, paraphrase, and explain the main idea		reference materials.
Essential Skills: SWBAT (Students will be able to)		Identify when an affix is added to a known root word.	and supporting details of a text or information presented in a variety of formats.		Edit my writing for format and conventions.
<b></b>		Milowit root word.	Use text features to gain meaning in a		
<u>UNDERLINED</u> skills are assessed on the module assessment.			nonfiction text.		Write informative compositions on a variety of topics.
Critical ILEARN and IREAD-3 skills are <b>BOL</b> DED.			Use text structure to support comprehension.  Identify the purposes of various types of		State the topic and develop a main idea for the introduction.
			media.		Develop the topic with facts and
			Sequence events or ideas by using words like first, next, finally, because, problem,		details.
			solution, same, and different.		Write a conclusion.
			Explain how the key details support the main idea in a nonfiction text.		
	Three letter blends: spl, scr, spr, str	Suffixesy, -less, -er/est Prefixes: dis-, im-(not)	Let Freedom Ring! Informational text/video	Verb tenses Using commas	Informational writing Writing process
	Words: j, k, kw	Multiple meaning words		Abstract nouns	
	Silent letters: kn, wr, gn, mb, rh				Prompt: Places leave impressions. Think about a description of a place
<u>Topics</u>	Reading rate				you are familiar with.
	Phrasing Expression				Write a descriptive essay about that place. Give plenty of details,
					descriptions, examples, and facts to explain why it is memorable.

	MSD of Pike Township Reading Curriculum Map - Grade 3						
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5 Decoding: 3 letter blends (spl, spr, scr, squ, str) Fluency: reading rate  Lessons 6-10 Decoding: words with j, k, kw Fluency: phrasing  Lessons 11-15 Decoding: silent letters, kn, wr, gn, mb, rh Fluency: expression	Lessons 1-5 loyal, sovereignty, democracy, civic, delegates, convention, domestic, tranquility, welfare, posterity  Lessons 6-10 endowed, declaring, independence, presented, gritty, hoisted, broad  Lessons 11-15 ferry, torch, sculptor, monument, inspired	Lessons 1-5 Text and graphic features Synthesize Central idea Text structure  Lesson 6-10 Retell/summarize Media techniques Text structure Content area words  Lesson 11-15 Ask and answer questions Central idea Author's purpose Literary elements	Lessons 1-5 Past, present, and future tense Lessons 6-10 Commas in a series Commas in an address Lessons 11-15 Abstract nouns	Lessons 1-5 Prewriting Choosing descriptive words Determining central idea  Lessons 6-10 Drafting Revising - grabbing reader attention, sentence structure  Lessons 11-15 Revising and editing - descriptive words and phrases Publishing Sharing		
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printable: Graphic Organizer 17, 28 Required: Module Assessment (online)	Optional: Writer's Notebook Printables: 2.3.4, 3.3.1, 3.3.2, 3.3.3	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)		
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	October 12-16	Lessons 1-5	3.W.1, 3.W.2.1 [46]	American Places, American Ideals The U.S. Constitution	Weekly Assessment		
Week 2	October 26-30	Lessons 6-10	3.W.1 [47]	Why We Celebrate the Fourth of July, The Flag Maker	Weekly Assessment		
Week 3	November 2-6	Lessons 11-15	3.RF.1, 3.RF.5, 3.W.2.1 [48]	Why is the Statue of Liberty Green?,	Weekly Assessment		
Week 4	November 9-13	Remediation/Enrichment	as needed	as needed	Required Module Assessment 3.RN.4.2 Assessment - TBD		

		MSD of Pike Towns	ship Reading Curriculum Map - Grade 3		
Module 4	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards  Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.4 3.W.6.2.c [54]	3.RV.2.4  Critical ILEARN Standard: 3.RV.2.2	3.RL.2.1 [51] 3.RL.3.1 [55]  Critical ILEARN Standards: 3.RL.2.2, 3.RL.2.3  Critical IREAD Standards: 3.RV.3.1 [60]	3.W.6.2.b 3.W.6.1.a [56]	<b>3.W.3 [53]</b> 3.W.4 [57]
Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	patterns.	Use a known word as a clue to the meaning of an unknown word with the same root.  Define multiple-meaning words.  Identify when an affix is added to a known root word.  Identify relationships among words.  Identify synonyms, antonyms, homographs, and homonyms.	Refer to a text to support my answer.  Determine how the author uses words and phrases to provide meaning to works of literature, including figurative language.  Identify the theme of folktales, fables, and tall tales.  Describe characters in a story by their traits, motivations, or feelings.  Explain how character's actions affect the plot.  Identify parts of a text, including the chapter, scene, or stanza.  Understand how the author structured the text.  Describe how each successive part of a story builds on earlier sections.  Use what you have read to answer questions, and refer to the text to support my answer.  Identify the narrator and characters' point of view.  Distinguish between literal and figurative language.	Use quotation marks. Use nouns/pronouns.	Apply the writing process  Write narrative compositions in a variety of forms.  Write an introduction that includes the situation, narrator, and characters.  Include dialogue in my story.  Include specific descriptive details in the events of my story.  Write an ending to my story. Apply the writing process
<u>Topics</u>	Consonant digraphs: ch, tch, sh, wh, th, ph, ng Vowel diphthongs: ow, ou Vowel sound: /au/, /aw/, /al/ /o/ Expression Intonation Reading rate	Prefixes: im-, in- Suffixes: -er,-or Latin roots: <i>aud</i> and <i>vis</i> Shades of meaning words	Stories on Stage! Drama Educational video Classic tale Folktales: See Module 10 for Additional Resources	Pronouns and antecedents Plural nouns Using quotations	Narrative writing Writing process  Prompt: How a person helps someone can make an interesting story to tell. Think of someone who has helped make a difference in another's life. Write a story about this person's life and what they did to help someone else.

		MSD of Pike Towns	ship Reading Curriculum Map - Grade 3		
Module 4	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
<u>Lesson Content</u>	ph, ng) Fluency: expression  Lessons 6-10 Decoding: vowel diphthongs: (ow/ou) Fluency: intonation  Lesson 11-15 Decoding: vowels (au, aw, al, o) Vowel sound in talk Fluency: reading rate	Lessons 1-5 audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame Lesson 6-10 baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful Lesson 11-15 drowsy, hesitation, burden, reassuring, greedily, unnoticed	Monitor and clarify Elements of drama Literary elements Theme	Lessons 1-5 Using pronouns Antecedents  Lessons 6-10 Change y to i Add -s or -es to nouns Forming irregular plural nouns  Lessons 11-15 Quotation marks Capitalizing and punctuating quotations Commas in dialogue	Lessons 1-5 Prewriting narrative  Lessons 6-10 Drafting Revising using narrative elements  Lessons 11-15 Revising adding dialogue Editing- grammar and mechanics Publish Sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 21, 14, 10, 3 Required: Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 2.2.3, 5.3.4	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacing	g Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	November 16-20	Lessons 1-5	3.RF.5, 3.RL.3.1, 3.RN.4.1, 3.W.6.1.e [61]	That's Entertainment, The Saga of Pecos Bill	Weekly Assessment
Week 2	November 30 - December 4	Lessons 6-10	3.RV.1, 3.RF.1, 3.RL.3.1, 3.SL.3.1, 3.ML.1, 3.W.4 [62]	The Traveling Trio: Cesky Krumlov, Czech Republic, Gigi and the Wishing Ring	Weekly Assessment
Week 3	December 7-11	Lessons 11-15	3.RF.1, 3.RF.5, 3.RL.3.1, 3.W.1, 3.W.4 [63]	Two Bear Cubs	Weekly Assessment
Week 4	December 14-17 (4-day)	Remediation/Enrichment	As needed	Compare and contrast folktales	Required Module Assessment

Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards  Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.  Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	3.W.6.2.b [64] 3.W.6.2.c [69] 3.RV.2.2 [73]  Use apostrophes to form contractions and show singular and plural ownership. Use spelling patterns when writing. Identify homographs and homonyms.	3.RV.2.4 [65]  Critical ILEARN Standard: 3.RV.2.2 [75]  Identify homographs and homonyms.  Use a known word as a clue to the meaning of an unknown word with the same root.  Identify when an affix is added to a known root word.	3.RN.2.3 [66] 3.RN.3.1 [70] 3.RN.3.3 [74] Critical ILEARN Standard: 3.RL.2.1, 3. RL.2.3, 3.RL.3.2, 3.RL.4.2 [76] Critical IREAD Standards: 3.RV.3.1 [77]  Refer to a text to support my answer. Identify the author's point of view in a nonfiction text.  Determine how the author uses words and phrases to provide meaning to works of literature.  Distinguish between literal and figurative language. Identify the order of events in a nonfiction text.  Describe how a character, setting, or event affects the plot.  Use text features to gain meaning in a nonfiction text.  Sequence events or ideas by using words like first, next, finally, because, problem, solution, same, and different.	3.W.6.1.b 3.W.6.1.e [71]  Write sentences that use regular and irregular verbs.  Change verb tenses to convey time or sequence in my writing.  Write sentences using coordinating and subordinating conjunctions.	3.W.3.1 [68] 3.W.4 [72]  Apply the writing process  Write persuasive compositions in a variety of forms.  State my opinion in a introductory statement or section.  Organize my writing with an introduction, middle, and conclusion.  Support my opinion with relevant reasons.  Write a conclusion.
<u>Topics</u>	Vowel diphthongs: oi, oy Homophones Contractions Accuracy and self-correction Intonation Reading rate	Suffixes: -er, -or, -est, -ment Greek Root: <i>bio</i> Latin Root: <i>vid</i> Homographs & homophones	Compare and contrast two stories on same theme.  Teamwork! Informational text Realistic fiction Humorous video Narrative nonfiction	Subject-verb agreement Pronoun-verb agreement Verb tenses Conjunctions	Persuasive writing Writing process  Prompt: A friendship is made up of words and actions. Think about what it might be like for a new student at your school. Write a letter persuading a new student to be your friend. Take the position that you would like that person to

Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Lesson Content	Lessons 1-5 Decoding: vowel diphthongs (oi/oy) Fluency: Accuracy and self-correction  Lessons 6-10 Decoding: homophones Fluency: intonation  Lessons 11-15 Decoding: contractions with n't, 'd, 've Fluency: reading rate	determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling,  Lessons 6-10 captain, force, finals, meets, upset, concentrated, disappointed, personal  Lessons 11-15 littered, disbanded, rivalry, donated, generations, soared	Lesson 1-5 Text and graphic features Ask and answer questions Literary elements Theme Author's craft  Lesson 6-10 Monitor and clarify Media techniques Literary elements Author's purpose  Lesson 11-15 Make and confirm predictions Figurative language Text structure Point of view	Lessons 1-5 Subject verb agreement Adding -s or -es to verbs Singular and plural subjects Lessons 6-10 Pronoun verb agreement Add -s or -ies Lessons 11-15 Past, present, future verbs	Lessons 1-5 Prewriting- persuasive letter Knowing audience and purpose Lessons 6-10 Drafting using persuasive langua Revising using possessives Lessons 11-15 Revising and editing using feedb Publish Sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 1, 5 18,12 Required: Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 1.4.3, 1.5.3, 3.3.4	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacin	g Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	January 4-8	Lessons 1-5	3.RF.1, 3.RF.4.2, 3.RF.5, 3.W.1, 3.W.2.1 [78]	Teamwork=Victory! Soccer Shootout	Weekly Assessment
Week 2	January 11-15	Lessons 6-10	3.RV.1, 3.RF.1, 3.RF.5, 3.RL.1, 3.W.4 [79]	Bend it Like Bianca Running Rivals	Weekly Assessment
Week 3	January 19-22 (4-day)	Lessons 11-15	3.RF.1, 3.W.4 [80]	Brothers at Bat	Weekly Assessment
Week 4	January 25-29	Remediation/Enrichment	as needed	as needed	Required Module Assessment 3.RL.4.2 Assessment - TBD

	MSD of Pike Township Reading Curriculum Map - Grade 3							
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing			
Priority Standards	3.W.6.2.c [81]	3.RV.2.4 [82]	3.ML.2.1 [83]	3.W.6.1.b [84]	3.W.3.2 [85]			
Critical ILEARN and IREAD-3 standards are <b>BOLDE</b> D; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.2 [86]		Critical ILEARN Standard: 3.RN.2.1, 3.RN.2.2, 3.RN.2.3, 3.RN.3.1, 3.RN. 4.2 [90] Critical IREAD Standard: 3.RV.2.1, 3.RN.3.2, 3.RV.3.1 [91]	3.W.6.1.c [88]	3.W.4 [89]			

		MSD of Pike Township	Reading Curriculum Map - Grade	3	
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	Use conventional spelling for common words.  Decode two-syllable words with the CVr pattern.	Use a known word as a clue to the meaning of an unknown word with the same root.  Consult reference materials to determine the meaning of words or phrases.  Identify when an affix is added to a known root word.	Refer to a text to support my answer.  Determine the main idea of a nonfiction text.  Identify key details in a nonfiction text.  Explain how the key details support the main idea in a nonfiction text.  Describe how steps in a process or procedure are connected in a nonfiction text.  Use text features to gain meaning in a nonfiction text.  Describe how scientific ideas are connected in a nonfiction text.  Identify the narrator or character's point of view.  Use text structure to support comprehension of the text.  Distinguish between literal and figurative language.  Determine how the author uses words and phrases to provide meaning to works of literature.  Identify the purposes of various types of media.  Compare and contrast two texts on same topic	Write sentences that use regular and irregular verbs.  Write sentences that include comparative and superlative adjectives and adverbs.  Choose between different types of adverbs and adjectives, depending on what is being modified.	Apply the writing process  Write informative compositions on a variety of topics.  State the topic and develop a main idea for the introduction.  Develop the topic with facts and details.  Write a conclusion.

		MSD of Pike Township	Reading Curriculum Map - Grade	3	
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
<u>Topics</u>	Words: ar, or, ore Words: er, ir, ur, or Words: /ar/ and /ir/  Expression Reading rate Accuracy and self- correction	Greek Prefixes: uni-, bi-, tri- Prefix: un- Suffix: -ly Using a Thesaurus	Animal Behaviors! Informational text Narrative nonfiction	Adjectives and articles Adjectives:comparisons The verb "be" and helping verbs	Informative Writing Writing process  Prompt: Animals amaze us with their special abilities. Think about the animals that live outdoors throughout the year. Write an expository essay about an animal who uses special skills to live outdoors year round. Write an expository essay about an animal who uses special skills to live outdoors year round.
<u>Lesson Content</u>	Lessons 1-5 Decoding: words with ar, or, ore Fluency: expression  Lessons 6-10 Decoding: words with er, ir, ur, or Fluency: reading rate  Lessons 11-15 Decoding: words with -air, -are, -ear Fluency: accuracy and self-correction	Lessons 1-5 hatch, universal, span, growth, larva, molt, unsuspecting, deposited, patch, cumbersome  Lessons 6-10 keener, nostrils, trumpet, flexible, siphon, lurking, invisible  Lessons 11-15 nuzzled, bared, refused, assistant, pounce, nursery	Lessons 1-5 Text and graphic feature Author's purpose Author's craft Retell, summarize  Lessons 6-10 Ask and answer questions Central idea Figurative language Text and graphic features  Lessons 11-15 Monitor and clarify Text structure Text and graphic features Central idea	Lessons 1-5 Adjectives: what kind and how many This, that and articles  Lessons 6-10 Adding -er, -ier, and more One-syllable adjective that compare Compare more than two nouns  Lessons 11-15 Helping verbs Using "be" and "have"	Lessons 1-5 Prewriting Choosing a topic Research Lessons 6-10 Drafting using the elements of expository writing Revising integrating grammar Lessons 11-15 Revising for sentence variety Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 17, 16 Required: Module Assessment (online)	Optional: Writer's Notebook <b>Printables</b> : Grammar 3.4.4, 4.1.4, 4.2.4	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacing 0	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	February 1-5	Lessons 1-5		Frozen Alive, This is Your Life Cycle	Weekly Assessment
Week 2	February 8-12	Lessons 6-10	3.RV.1, 3.RF.1 [92]	The Nose Awards, Octopus Escapes Again	Weekly Assessment
Week 3	February 16-19 (4-day)	Lessons 11-15	3.W.4 [93]	T.J. the Siberian Tiger	Weekly Assessment
Week 4	February 22-26	Remediation/Enrichment	as needed	as needed	Required: Module Assessment 3.RN.4.2 Assessment - TBD

		MSD of Pike Townsh	nip Reading Curriculum Map - Grade 3		
Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards  Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.2 [94]	3.RV.2.4 [95] 3.RV.3.1 [99]  Critical ILEARN Standard: 3.RV. 2.2 [107]	3.RN.2.3	3.W.6.1.b [97] 3.W.6.1.c [101] 3.W.6.1.e [104]	3.W.4 [102]
Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	syllable patterns.	Distinguish between literal and figurative language.  Describe the relationship of words through an analogy.  Use a known word as a clue to the meaning of an unknown word with the same root.  Identify when an affix is added to a known root word.	Refer to a text to support my answer.  Explain how character's actions affect the plot.  Describe characters in a story by their traits, motivations, or feelings.  Distinguish between literal and figurative language.  Determine how the author uses words and phrases to provide meaning to works of literature.  Determine the author's purpose.  Describe how historical events are connected in a nonfiction text.  Determine the point of view.  Compare and contrast two texts on same topic  Use text structure to support comprehension of the text.  Use text structure to support comprehension of the text.	Change verb tenses to convey time or sequence in my writing.  Write sentences that include comparative and superlative adjectives and adverbs.  Write sentences that use regular and irregular verbs.	Apply the writing process  Write persuasive compositions in a variety of forms.  State my opinion in a introductory statement or section.  Organize my writing with an introduction, middle, and conclusion.  Support my opinion with relevant reasons.  Write a conclusion.

		MSD of Pike Townsl	nip Reading Curriculum Map - Grade 3		
Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
<u>Topics</u>	Compound words and abbreviations Irregular plurals Words with the 2 /oo/ sounds  Phrasing Intonation Accuracy and self-correction	Suffixes: -ion, -ness, -able Compound words Analogies	Make a Difference! Opinion essay Biography Memoir Historical fiction	Irregular verbs Types of adverbs Adverbs that compare	Opinion writing Writing process  Prompt: Making good choices helps everyone be their best. Think about how students can make school a better place for everyone. Write an opinion essay about a way students can help make your school better for everyone.
Lesson Content	Lessons 1-5 Decoding: compound words and abbreviations Fluency: phrasing  Lessons 6-10 Decoding: irregular plurals Fluency: intonation  Lessons 11-15 Decoding: words with the /oo/ sounds Fluency: accuracy and self-correction	Lessons 1-5 outreach, fellowship, communal, residence, scarce, pollution, factories, vats, crowded, greenhouses, vertical  Lessons 6-10 recycled, confesses, forage, cable, renewable, resources, environmental, converted, willing  Lessons 11-15 chimed, slender, flickered, concluded, preparations, gallant	Lessons 1-5 Author's purpose Make and confirm predictions Text structure Point of view  Lessons 6-10 Make inferences Text structure Point of view Text and graphic features  Lessons 11-15 Synthesize Literary elements Text and graphic features Figurative language	Lessons 1-5 Irregular verbs Subject-verb agreement Lessons 6-10 Adverbs that tell how, where and when Lessons 11-15 Adverbs that compare actions	Lessons 1-5 Prewrite- choosing support Drafting  Lessons 6-10 Drafting and revising using Persuasive language and strong support  Lessons 11-15 Revising by connecting ideas Editing Publishing Sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 22, 23,28 Required: Module Assessment (online)	Optional: Writer's Notebook <b>Printables:</b> Grammar 3.5.4, 4.4.4	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1 Week 2	March 1-5 March 8-12	Lessons 1-5 Lessons 6-10	3.RF.1, 3.RF.4.6, 3.W.1 [110] 3.RV.1, 3.RF.4.6, 3.RN.3.1, 3.W.6.1.e [111]	Let's Build a Park! Farmer Will Allen and the Growing Table One Plastic Bag, Energy Island	Weekly Assessment Weekly Assessment
Week 3	March 15-19	Lessons 11-15	3.RV.2.5, 3.RL.3.1, 3.RL.4.1, 3.W.2.1, 3.W. 4 [112]	The Storyteller's Candle	Weekly Assessment
Week 4	March 22-26	Remediation/Enrichment	as needed	as needed	Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing	
Priority Standards	3.RF.4.6 [113]	3.RV.2.4 [114]	3.RN.4.1 [115]	3.W.6.1.c [116]	3.W.3.2 [117]	
Critical ILEARN and IREAD-3		3.RV.2.5 [118]		3.W.6.1.e [119]	3.W.4 [120]	
standards are <b>BOLDED</b> ; however, if				2.W.6.1.a [121]	3.W.5 [122]	
the standard is not a priority for THIS module, it appears separate as it is a			Critical ILEARN Standard: 3.RN.2.2, 3.			
spiral or supplemental standard.			RN.2.3, 3.RN.3.1, 3.RN.3.3, 3.RN.4.2			
ITALICIZED standards indicate that			[123]			
this is the last time assessed and, therefore, mastery is expected.						
and orders, mustery is expected.			Critical IREAD Standard: 3.RV.2.2, 2.			
			RN.3.2 [124]			

	MSD of Pike Township Reading Curriculum Map - Grade 3						
Module 8 Fou	undations	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Read mult	tisyllabic words kes and suffixes.	Use a known word as a clue to the meaning of an unknown word with the same root.  Consult reference materials to determine the meaning of words or phrases.  Identify when an affix is added to a known root word.	Refer to a text to support my answer.  Determine the main idea of a nonfiction text.  Identify key details in a nonfiction text.  Use text features to gain meaning in a nonfiction text.  Use text structure to support comprehension of the text.  Distinguish between facts and opinions in a nonfiction text.  Identify the author's point of view in a nonfiction text.  Identify the purposes of various types of media.  Identify a nonfiction text written to compare and contrast.  Identify the difference between fact and opinion.  Explain how the facts support the author's points in the text.  Explain how the key details support the main idea in a nonfiction text.  Describe how historical events are connected in a nonfiction text.  Describe how steps in a process or procedure are connected in a nonfiction text.  Describe how scientific ideas are connected in a nonfiction text.  Sequence events or ideas by using words like first, next, finally, because, problem, solution, same, and different.	Write complex sentences.  Use pronouns to show ownership.  Write sentences that include comparative and superlative adjectives and adverbs.  Write sentences using coordinating and subordinating conjunctions.  Explain the function of adjectives and adverbs in a sentence.	Apply the writing process  Apply the research process  Write informative compositions on a variety of topics.  State the topic and develop a main idea for the introduction.  Develop the topic with facts and details.  Connect ideas using words and phrases.  Use text features in my writing.  Write a conclusion Apply the writing process		

		MSD of Pike Townshi	p Reading Curriculum Map - Grade 3		
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
<u>Topics</u>	Prefixes: re-,un- Suffixes: -less, -ness Plurals Reading rate Accuracy and self- correction	Greek root: <i>graph</i> Greek suffix: -ology Prefix: ex- Latin roots: <i>vis</i> and <i>mem</i> Using a dictionary and glossary	Imagine! Invent! Informational text Biography Narrative poetry Opinion text	Adjectives and adverbs: comparisons Possessive nouns and pronouns Complex sentences	Information text Writing process  Prompt: We never stop learning. Think about the inventions that you have used. Write a research report about an invention you have used in your life. Write a research report about an invention you have used in your life.
<u>Lesson Content</u>	Lessons 1-5 Decoding: words with -ed and -ing review of prefixes and suffixes Fluency: reading rate  Lessons 6-10 Decoding: prefixes re-, unand suffixes -less, -ness Fluency: reading rate  Lessons 11-15 Decoding: plurals Fluency: accuracy and self-correction	Lessons 1-5 invention, brilliant, productive, original, breakthrough, dictation, valuable, radar, device, technology  Lessons 6-10 engineer, perplexed, lingers, whirled, baffled, dynamo, vibrating, graceful, loan, pose  Lessons 11-15 innovate, singles, visionary, compact, memorable, system	Lessons 1-5 Text and graphic features Make inferences Text structure Central idea  Lessons 6-10 Make and confirm predictions Text structure Literary elements Figurative language  Lessons 11-15 Retell, summarize Identify claim Ideas and support Text and graphic features	Lessons 1-5 Adjectives that compare Adverbs that compare Using adjectives and adverbs  Lessons 6-10 Singular possessive nouns Plural possessive nouns Using possessive pronouns  Lessons 11-15 Complex sentences Subordinating conjunctions Forming complex sentences	Lessons 1-5 Priming and preparing to write  Lessons 6-10 Prewriting by choosing a topic and conducting research Draft  Lessons 11-15 Revising sentence structure Editing Publishing Sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 16, 18, 19, 20, 21  Required: Module Assessment (online)	Optional: Writer's Notebook <b>Printables</b> : Grammar 4.5.3, 4.5.4	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacing G	uidance	Lessons	Additional Standards	Text	Assessment
Week 1	April 5-9	Lessons 1-5	3.RF.4.4, 3.RN.3.2, 3.W.3.1, 3.W.5 [125]	A Century of Amazing Inventions Timeless Thomas: How Thomas Edison Changed Our Lives	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	3.RF.1, 3.RL.3.1, 3.RN.3.2, 3.RV.3.1, 3. W.1, 3.W.3.1, 3.W.4, 3.W.5 [126]	A Bumpy Ride Rosie Revere, Engineer	Weekly Assessment
Week 3	April 19-23	Lessons 11-15	3.RF.4.4, 3.RF.5, 3.W.3.1, 3.W.4 [127]	Edison's Best Invention	Weekly Assessment
Week 4	April 26-30	Remediation/Enrichment	as needed	as needed	Required Module Assessment

		MSD of Pike Townsh	ip Reading Curriculum Map - Grade 3		
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Priority Standards  Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.  ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.6 [128] 3.W.6.2.c [133]	3.RV.2.1 [129] 3.RV.2.4 3.RV.3.2 [136]	3.RN.4.1 [130]  Critical ILEARN Standard: 3.RN.2.2, 3. RN.3.1, 3.RN.3.3 [137] Critical IREAD Standard: 3.RN.2.1, 3.RN. 2.3, 3.RN.3.2, 3.RV.3.1 [138]	2.W.6.2.b [131] 3.W.6.2.b [135]	3.W.4
Essential Skills: SWBAT (Students will be able to)  UNDERLINED skills are assessed on the module assessment.  Critical ILEARN and IREAD-3 skills are BOLDED.	Read multisyllabic words with prefixes and suffixes.  Add suffixes to base words.	Use a known word as a clue to the meaning of unknown words.  Use a known word as a clue to the meaning of an unknown word with the same root.  Determine the meanings of words and phrases in a nonfiction text.  Identify when an affix is added to a known root word.	Locate and use text features within a nonfiction text.  Use text features to gain meaning in a nonfiction text.  Determine how the author uses words and phrases to provide meaning to works of literature.  Determine the main idea of a nonfiction text.  Describe how steps in a process or procedure are connected in a nonfiction text.  I can identify the narrator's point of view.  Answer questions to demonstrate my understanding of a text.  Explain how the key details support the main idea in a nonfiction text.  Explain how the facts support the author's points in the text.  Identify the order of events in a nonfiction text.	Use apostrophes to form contractions and show singular and plural ownership.  I can use commas in greetings and closing of letters, dates, and to separate items in a series.  I can use an apostrophe to make a contraction and show ownership.	Generate a draft by developing, selecting, and organizing ideas  Write with a specific topic, purpose, and genre in mind.  Edit my writing for format and conventions.
			Use text structure to support comprehension of the text.		

		MSD of Pike Towns	hip Reading Curriculum Map - Grade 3		
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
<u>Topics</u>	Suffixes: -ful, -y, -ly, -er, - or Words: ough and augh Words: /j/ and /s/ sounds Intonation Accuracy and self- correction Reading rate	Prefixes: in-, re- Suffixes: -ness, -able, -ful, ion Compound words Root word: mem Context clues	From Farm to Table! Editorial Informational text Educational video	Abbreviations Contractions Commas in sentences and series	Poetry Writing process  Prompt: The seasons provide us with interesting changes. Think about what you enjoy doing at different times of the year. Write a poem about your favorite month or season. Make sure you give plenty of details, descriptions, examples, and facts.
<u>Lesson Content</u>	Lessons 1-5 Decoding: suffixes -ful, -y, -ly, -er, -or Fluency: intonation  Lessons 6-10 Decoding: words with ough, augh Fluency: accuracy and self- correction  Lessons 11-15 Decoding: words with /j/ and /s/ sound Fluency: reading rate	Lessons 1-5 agriculture, reap, nutrition, tilling, stalk, dairy, tingly, scarlet, grove, curds  Lessons 6-10 rotation, storage, prepping, vine, burly, shrivel  Lessons 11-15 arbor, transplanted, blooming, kernels, layout, mulch	Lessons 1-5 Synthesize Text structure Text and graphic features Central idea  Lessons 6-10 Ask and answer questions Media techniques Figurative language Text and graphic features  Lessons 11-15 Monitor and clarify Text structure Content-area words Point of view	Lessons 1-5 Days and months Places Writing abbreviations  Lessons 6-10 Contractions with not Contractions with pronouns  Lessons 11-15 Commas in a series Introductory words Commas in a sentence	Lessons 1-5 Prewriting - word choice  Lessons 6-10 Drafting using elements of poetry Revise using descriptive words  Lessons 11-15 Edit with grammar usage and mechanics
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 16, 17,18, 19, 20, 21 Required: Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 5.2.4, 6.1.3, 6.2.3	Optional: Weekly Assessment Performance Task  Required: Module Assessment (online)
Pacing Gu	Pacing Guidance		Additional Standards	Text	Assessment
Week 1 Week 2	May 3-7 May 10-14	Lessons 1-5 Lessons 6-10	3.RF.5, 3.W.1 [139] 3.RV.1, 3.RF.4.5, 3.RF.5, 3.SL.3.1, 3.W.2.1 [140]	Great Ideas From Great Parents How Did That Get In My Lunch Box? Carrots, Farm to Fork How Do You Raise a Raisin?	Weekly Assessment Weekly Assessment
Week 3 Week 4	May 17-21 May 24-25	Lessons 11-15 Remediation/Enrichment	3.RF.4.4, 3.RV.2.5 [141] as needed	It's Our Garden: From Seeds to Harvest in a School Garden as needed	Weekly Assessment
WEER 4	Iviay 24-20	Tremediation/Enrichment	as necucu	as needed	Required Module Assessment

#### **English Language Arts: Grade 3**

#### READING

<u>Guiding Principle:</u> Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

#### Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

#### Learning Outcome

3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.
Print Cond	cepts
3.RF.2.1	Students <u>are expected</u> to build upon and continue applying concepts learned previously.  K.R.F.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
3.RF.2.2	Students <u>are expected</u> to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words <u>are made up</u> of sequences of letters.
3.RF.2.3	Students are expected to build upon and continue applying concepts learned previously.  1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
3.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF. 2.4 Learn and apply knowledge of alphabetical order.
Phonologi	cal Awareness
3.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.
3.RF.3.2	Students are expected to build upon and continue applying concepts learned previously.  1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.
3.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.
3.RF.3.4	Students are expected to build upon and continue applying concepts learned previously.  1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words

3.RF.3.5	Students are expected to build upon and continue applying concepts learned previously.  1.RF.3.5 Segment the individual sounds in one-syllable words.
Phonics	
3.RF.4.1	Students are expected to build upon and continue applying concepts learned previously.  1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VCe, Cle) to aid in decoding unknown words.
3.RF.4.3	Students are expected to build upon and continue applying concepts learned previously.  2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).  Further guidance for support will be provided in the Literacy Framework.
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).

Reading: I	Reading: Literature				
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.					
Learning (	Dutcome				
3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.				
Key Ideas	Key Ideas and Textual Support				
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
3.RL.2.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. Further guidance for support will be provided in the Literacy Framework.				
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.				
3.RL.2.4	Students are expected to build upon and continue applying concepts learned previously 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.				

Structural	Elements and Organization
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
Synthesis	and Connection of Ideas
3.RL.4.1	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).
3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

	onfiction
Elements and	e key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students to meet the Learning Outcome for Reading: Nonfiction.
_earning O	utcome
3.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
Key Ideas a	nd Textual Support
3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
Structural E	Elements and Organization
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts font/format).

Distinguish one's own perspective from that of the author of the text.

3.RN.3.2 3.RN.3.3

J.IXI .4.	Further guidance for support will be provided in the Literacy Framework.
3.RF.4.	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).  Further guidance for support will be provided in the Literacy Framework.
Fluency	
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

ocabulary
key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literatu n Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome fo abulary.
utcome
Build and use accurately conversational, general academic, and content-specific words and phrases.
Building
Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meanir words (e.g., puzzle, fire).
Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations
Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words a phrases.

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	3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	
	3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	
	3.RV.3.3	Recognize and understand the meanings of idioms in context.	-

#### SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

#### Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### **Learning Outcome**

Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

#### Discussion and Collaboration

3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade- appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group

Structural E	Elements and Organization	-
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	-
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.	-
3.RN.4.3	Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another	-

#### WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

#### Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

#### Learning Outcome

3.W.1

Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

#### Handwriting

3.W.2.1

Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

3.W.2.2

Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.

#### Writing Genres: Argumentative, Informative, and Narrative

Conduct short research on a topic.

	Write persuasive compositions in a variety of forms that –
	State the opinion in an introductory statement or section.
3.W.3.1	Support the opinion with reasons in an organized way
	Connect opinion and reasons using words and phrases.
	Provide a concluding statement or section.
	Write informative compositions on a variety of topics that –
	State the topic, develop a main idea for the introductory paragraph, and group related information together.
3.W.3.2	Develop the topic with facts and details.
3.44.3.2	Connect ideas within categories of information using words and phrases.
	Use text features (e.g., pictures, graphics) when useful to aid comprehension.
	Provide a concluding statement or section.
	Write narrative compositions in a variety of forms that –
	Establish an introduction (e.g., situation, narrator, characters).
3.W.3.3	Include specific descriptive details and clear event sequences.
0.44.0.0	Include dialogue.
	Connect ideas and events using introduction and transition words.
	Provide an ending.
The Writin	g Process
	Apply the writing process to –
	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to
3.W.4	improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,

word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use available technology to produce and publish legible documents.

#### The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

3.W.5

• Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).

• Locate information in reference texts, electronic resources, or through interviews.

· Recognize that some sources may be more reliable than others.

 discussions or	projects

3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.
Comprehe	nsion
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation	on of Knowledge and Ideas
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
3.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.St. 4.3 Give and follow multi-step directions.

#### MEDIA LITERACY

<u>Guiding Principle:</u> Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

#### Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### **Learning Outcome**

3.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

#### **Media Literacy**

- Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

  Standard hours in fifth grade.
- Standard begins in fifth grade.

  3.ML.2.2 | Standard begins in fifth grade.

  5.ML.2.2 | Identify the role of the media in focusing people's attention on events and in forming their opinions on

	Record relevant information in their own words.
	Present the information, choosing from a variety of formats.
Convention	ns of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
3.W.6.1	Demonstrate command of English grammar and usage, focusing on:  3.W.6.1a Nouns/Pronouns — Writing sentences using abstract nouns (e.g., hope, thought).  3.W.6.1b Verbs — Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.  3.W.6.1c Adjectives/ Adverbs — Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.  3.W.6.1d Prepositions — Standard begins at fourth grade.  4.W.6.1d: Prepositions — Writing sentences that include prepositions, explaining their functions in the sentence.  3.W.6.1e Usage — Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:  3.W.6.2a Capitalization — Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. 3.W.6.2b Punctuation —  Correctly using apostrophes to form contractions and singular and plural possessives.  Using quotation marks to mark direct speech.  Using commas in locations and addresses, to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).  3.W.6.2c Spelling —  Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.  Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

#### READING

Guiding Phinciple: Students transition from "learning to recal" to "reading to learn." Students develop and apply a wider range of strategies to competend, interpret, evaluate, and approved texts. They read a wide range of filterature in several general from a workey of time periods to competend, interpret, evaluate, and approved texts. They read a wide range of filterature in several general from a workey of time periods cauthorise from anomal few world to hadion anderstanding of the range interesting (e.g., page 1997). The properties of the prior experience, their interactions with other readers and winters, their towarding of world meaning and of other texts, total advantage of the prior experience, their interactions, and of their indexentaged of texts (fine the section and of the readers and of the range of texts (fine the section and of the range of texts) of texts (fine the section and of the range of texts) of texts (fine the section and the section an

READING: Foundations
There are four they areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading. Foundations.

		Develop, buil	d and apply knowle	FOR READING FOUN edge of foundational GRADE 3	DATIONS reading skills	
ООТСОМІ	KINDERGARTEN K.RF.1: Understand and	GRADE 1 1.RF.1: Develop an	GRADE 2  2.RF.1: Demonstrate an understanding of the five components of reading (print concepts,	GRADE 3 3.RF.1: Apply	GRADE 4 4.RF.1: Apply	GRADE 5 5.RF.1: Apply
5	K.RF.1: Understand and apply knowledge of print concepts, phonics,	understanding of the	understanding of the	3.RF.1: Apply foundational reading skills to build reading	4.RF.1: Apply foundational reading skills to demonstrate	5.RF.1: Apply foundational reading skills to demonstrate
0	print concepts, phonics, phonemic awareness,	1.RF.1: Develop an understanding of the five components of reading (print concepts,	five components of	skills to build reading fluency and	skills to demonstrate reading fluency and	skills to demonstrate reading fluency and
ž	vocabulary, and fluency and comprehension as a			comprehension.	comprehension.	comprehension.
LEARNING	and comprehension as a foundation for	phonics, vocabulary,	phonics, vocabulary.			
9	developing reading	and fluency and comprehension) to build foundational	and fluency and comprehension) to			
Ξ.	skills.	build foundational reading skills.	build foundational reading skills.			
-T	Demonstrate unders		DE 2: DRING	CONCEPTS rint, including that printe	d materials provide infor	mation and tell stories
CONCEPTS	KINDERGARTEN K.RF.2.1: Demonstrate	GRADE 1	n and basic features of p GRADE 2	GRADE 3	d materials provide informaterials provide informaterials provide informaterials 4.85.2.1:	mation and tell stories GRADE 5
8	K.RF.2.1: Demonstrate understanding that print moves from left to	Students are expected	Students are expected	Students are expected	Students are expected	Students are expected
늘	print moves from left to	to build upon and	to build upon and			
PRINT	print moves from left to right across the page and from top to bottom.	1.RF.2.1: Students are expected to build upon and continue applying concepts learned	2.RF.2.1: Students are expected to build upon and continue applying concepts learned	3.RF.2.1: 3.RF.2.1: 5tudents are expected to build upon and continue applying concepts learned	4.8F.2.1: Students are expected to build upon and continue applying concepts learned	5.RF.2.1: Students are expected to build upon and continue applying concepts learned
_		previously.	previously.	I previously.	I previously.	I previously.
	K.RF.2.2: Recognize that written words are made	1.RF.2.2:	2.RF.2.2: Students are expected to build upon and continue applying concepts learned	3.RF.2.2:	4.RF.2.2:	5.RF.2.2:
	up of sequences of	1.RF.2.2: Students are expected to build upon and continue applying concepts learned	to build upon and	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned
	letters.	continue applying	continue applying	continue applying	continue applying	continue applying
		concepts learned previously.	previously.	concepts learned previously.	concepts learned previously.	concepts learned previously.
	K.RF.2.3: Recognize that words are combined to	1.RF.2.3: Recognize the components of a	2.05.2.3	3.RF.2.3:	4.RF.2.3:	5.RF.2.3:
	words are combined to form sentences.	components of a	Students are experted	5.RF.2.5: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.3: Students are expected to build upon and continue applying concepts learned annulously.	5.RF.2.5: Students are expected to build upon and continue applying concepts learned areviously.
	form sentences.	sentence (e.g., capitalization, first	to build upon and continue applying concepts learned	continue applying	continue applying	to pulld upon and continue applying
		word, ending	concepts learned	concepts learned	concepts learned	concepts learned
	V DE 2 de Identife con	punctuation).  1.RF-2.4: Learn and apply knowledge of alphabetical order.	previously.  2.RF-2.4: Students are expected to build upon and	previously.  3.RF-2.4: Students are expected to build upon and	previously.  4.RF.2.4: Students are expected to build upon and	previously.  5.RF.2.4: Students are expected to build upon and
	K.RF.2.4: Identify and name all uppercase	apply knowledge of	Students are expected	Students are expected	Students are expected	Students are expected
	name all uppercase (capital) and lowercase letters of the alphabet.	alphabetical order.	to build upon and	to build upon and	to build upon and	to build upon and
	retters of the alphabet.	1	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned
			previously.	previously.	previously.	previously.
	Dem	onstrate understand	RF.3: PHONOLOG ling and apply know	ICAL AWARENESS ledge of spoken wo	rds, syllables, and so	ounds
	KINDERGARTEN K.RF.3.1: Identify and produce rhyming	GRADE 1 1.RF.3.1:	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RF.3.1: Identify and	1.RF.3.1:	2.RF.3.1:	3.RF.3.1:	4.RF.3.1:	S.RF.3.1:
8	words.	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying
NO.		continue applying	continue applying	continue applying	continue applying	continue applying
AWAR ENESS	l	concepts learned previously.		concepts learned		previously.
N W	K.RF.3.2: Orally			S.RF.3.2: Students are expected to build upon and continue applying concepts learned	A DE NO.	
PHONOLOGICAL	K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	including consonant blends, to produce single- and multi- syllable words.	Students are expected to build upon and continue applying concepts learned	Students are expected	Students are expected to build upon and continue applying concepts learned	5.RF.3.2: Students are expected to build upon and continue applying concepts learned
ğ	segment words into syllables.	single- and multi-	continue applying	continue applying	continue applying	continue applying
OMC			concepts learned	concepts learned	concepts learned	concepts learned
4	K.RF.3.3: Orally blend	1.RF.3.3: Add, delete, or	previously. 2.RF-3-3:	previously.	previously.	COCAA.
	the onset (the initial sound) and the rime (the vowel and ending		Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.
	sound) and the rime	change single-syllable	to build upon and costinue applying	to build upon and continue applying	to build upon and	to build upon and
	(the vowel and ending sound) in words.	1	concepts learned	concepts learned	concepts learned	concepts learned
	l					previously.
	K.RF.3.4; Tell the order of sounds heard in	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable		3.RF.3.4: Students are expected to build upon and continue applying concepts learned meningly	4.RF.3.4: Students are expected	5.RF.3.4: Students are expected to build upon and continue applying concepts learned
	words with two or three phonemes, and identify the beginning, middle (medial) and final	(medial), and final	2.8F.3.4: Students are expected to build upon and continue applying concepts learned previously.	to build upon and	Students are expected to build upon and continue applying concepts learned	to build upon and
	phonemes, and identify	sounds in single-syllable	continue applying	continue applying	continue applying	continue applying
	ure Degraning, middle	words.	surcepts redmed	concepts rearned	concepts redrived	concepts learned previously.
				previously.	previously.	
	sounds.			,	previously.	,,.
	K.RF.3.5: Add, delete,	1.RF.3.5: Segment the individual sounds in	20035	,	A DE 3 S-	50035
	sounds.  K.RF.3.5: Add, delete, or substitute sounds to change words.	1.RF.3.5: Segment the individual sounds in one-syllable words.	20035	,	A DE 3 S-	50035
	K.RF.3.5: Add, delete,	1.RF.3.5: Segment the individual sounds in one-syllable words.	20035	,	A DE 3 S-	50035
	K.RF.3.5: Add, delete,	1.RF.3.5: Segment the individual sounds in one-syllable words.	2.RF.3.5; Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	previously.	,,.
	sounds. K.R.F.J.S: Add, delete, or substitute sounds to change words.	Decode and re	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously.  RF.4: Pead words by applying	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and word	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  I analysis skills	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS.  KNSF.JS: Add, delete, or substitute sounds to change words.	Decode and re	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter-	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  HONICS ng phonics and wore GRADE 3	A.RF.J.5: Students are expected to build upon and continue applying concepts learned previously.  It analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
S	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  NUNDERGARTEN  K.SF.A.Y. Use letter-	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P and words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	5.RF.3.5: Students are expected to build upon and conclinue applying concepts learned previously.
IONICS	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1  LRF.4.: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long yowels, consonant blends and digraphs, yowel teams (e.g., oil and digraphs), and r-controlled viewels	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
PHONICS	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 LR.F.A.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., oi) and digraphs, and r-controlled vowels to decode phonestically	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and work GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
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PHONICS	SOUNDS.  K.SF.J.S. Add, delete, or substitute sounds to change words.  KINDERGARTEN  K.SF.A.L. Use letter- sound knowledge to	Decode and re  GRADE 1  1.RF.4.1: Use letter- sound knowledge of single consensant (hard and long-someth, short consonant blends and digraphs, vower teams (e.g., oil) and digraphs, and i-controlled vowels to decode phoneically regular words (e.g., cot, ou block, boot, her).	2.81.3.1: Students are expected to build upon and conceive applying concepts feared previously.  RF.4.9: AW words by applying GRADE 2. 2.2.81.4.1: Students are expected to build upon and continue applying are made previously.	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and work GRADE 3	prenously.  4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.  1 analysis skills  GRADE 4	S.BE.3.5: Students are expected to build upon and conditive applying concepts fromed previously.  GRADE 5. Salid. A.1: Students are expected to build upon and concepts fromed previously.
PHONICS	SOUNDS. J. Add. Schetz.  ASP. Schildres Sounds to change words.  SINDERGARTEN  ASP. A. S. Schildres Sounds to change words.  SINDERGARTEN  ASP. A. S. Schildres Sounds to change words.  ASP. A. S. Schildres Sounds to change so	Decode and re  GRADE 1  LRF.4.1. Us letter- sound knowledge of  ingle consonants thand  and suft sounds), show the  degraph, worse team  (e.g., o) and digraphs,  consonant blends and  for controlled sounds), show  to  graph word team  (e.g., o) and digraphs,  provide team  (e.g., o) block, both  (e.g.,	2.81.3.1: Students are expected to build upon and concentive applying concepts feared previously.  RF.4.9: Ad words by applying GRADE 2. 2.2.81.4.1: Students are expected to build upon and continue applying contentive applying and previously.	3.8F.3.5: Students are expected to build upon and concepts learned previously.	ART.3.5: Students are expected to build upon and continue applying concepts learned previously.  A manalysis skills  GRADE 4  ART.4.1:  STUDENT ART USE THE ART ART USE THE ART ART USE THE ART ART USE THE ART	S.BE.3.5: Students are expected to build upon and conditive applying concepts fromed previously.  GRADE 5. Salid. A.1: Students are expected to build upon and concepts fromed previously.
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PHONICS	SOURCE SALE (Asset), or or orbithdra sounds to charge words.  BINCERGATTEN A.E. LOS INTER- B.M.A.L. LOS IN	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-  LIAAL Tourish Inter-	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boilings specified	Salary and several services of the several several services of the several ser	ALTAZ Use the situation of the protection of the	SASA 3: The special stability are appeared to built upon and continue applies to built upon and continue applies upon an appeared previously.  SASA 3: The special spe
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PHONICS	TABLE 2 Medical Common by Part Service 2 Medical Common by Part Se	Decode and Int GAMA1  LILIALLY US inter- conditional control of the Inter- conditional control of the Inter- conditional control of the Inter- control of the Inter- control of the Inter- control of the Inter- decode and Inter- tone of the Inter- tone of the Inter- tone of the Inter-  LILIAL STATE and World In-  LILIAL Stand profit in-	JAMAS Content on expected to build upon and concept to build upon the building of the buildings o	January 10 and 1	ASTAAL Van the simple presently presently presently a state of the sta	SASSA.2  SAS
PHONICS	STATE AND	Decode and Int GAMA1  LILIALLY US inter- conditional control of the Inter- conditional control of the Inter- conditional control of the Inter- control of the Inter- control of the Inter- control of the Inter- decode and Inter- tone of the Inter- tone of the Inter- tone of the Inter-  LILIAL STATE and World In-  LILIAL Stand profit in-	JAMAS Content on expected to build upon and concept to build upon the building of the buildings o	January 10 and 1	ASTAAL Van the simple presently presently presently a state of the sta	SASSA.2  SAS
PHONICS	TABLE 2 Medical Common by Part Service 2 Medical Common by Part Se	Decode and re- GMAS 1  LELAC to the letter of the letter o	JAMAN Content on expected content and paging Content on expected content and paging content paging content and paging content	Section 2 and 2 an	ASTAZ Our the so Delicity or expected protection of pulses of the sound of the control of pulses of the sound of the analysis of the sound of the sound of the Sound of the sound of the sound of the sound of the Sound of the sound of the sound of the sound of the Sound of the sound of the sound of the sound of the Sound of the sound of the sound of the sound of the Sound of the sound of the sound of the sound of the Sound of the sound of the sound of the sound of the sound of the Sound of the sound of the sound of the sound of the sound of the Sound of the sound of the Sound of the sound of the so	Section 1 and 1 an

READURG North-Circle

There is those leve less found in the Beading Northcolour Section for grades (-5) Key Ideas and Tentual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading Northcolour Section (Ideas).

n Read	ding: Nonfiction, studen	ts are expected to do th	ne following:			
				FOR READING NON		
	KINDERGARTEN			GRADE 3	GRADE 4	GRADE S
	K.RN.1: Actively	1.RN.1: With support.	2.RN.1: Read and	3.RN.1: Read and	4.RN.1: Read and	5.RN.1: Read and
EARNING OUTCOME	engage in group	read and comprehend	comprehend a variety	comprehend a variety	comprehend a variety	comprehend a variety
8	reading activities with	nonfiction that is	of nonfiction within a	of nonfiction within a	of nonfiction within a	of nonfiction within a
5	reading activities with purpose and	grade-level	of nonfiction within a range of complexity	of nonfiction within a range of complexity	of nonfiction within a range of complexity	of nonfiction within a range of complexity
ŏ	purpose and understanding.	grade-level appropriate.	appropriate for grades	appropriate for grades	appropriate for grades	appropriate for grade
O	understanding.	appropriate.	2-3. By the end of	2-3. By the end of	4-5. By the end of	4-5. By the end of
<b>Z</b>			grade 2, students	2-5. by the end of	erade 4, students	grade 5, students
3				grade 3, students		
3			interact with texts	interact with texts	interact with texts	interact with texts
9			proficiently and	proficiently and	proficiently and	proficiently and
			independently at the	independently.	independently at the	independently.
			low end of the range		low end of the range	
			and with scaffolding as		and with scaffolding as	
			needed at the high	l	needed at the high	
			end.		end.	
_						
3				D TEXTUAL SUPPOR		
2	Extra	t and construct me	aning from nonfiction	on texts using a rang	e of comprehensior	skills
š.	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
5 8	K.RN.2.1: With support,	1.RN.2.1: Ask and	2.RN.2.1: Ask and	3.RN.2.1: Ask and	4.RN.2.1: Refer to	5.RN.2.1: Quote
SUPPOR	ask and answer	answer questions about	answer questions about	answer questions to	details and examples in	accurately from a text
SUPPORT	questions about	key details to clarify and	the main idea and	demonstrate	a text when explaining	when explaining what
<b>≤</b> ⋈	important elements of a	confirm understanding	supporting facts and	understanding of a text.	what a text says	text says explicitly and
	text (e.g., events, topics,	of a text.	details in a text to	referring explicitly to	explicitly and when	when drawing
à I	concepts).		confirm understanding.	the text as the basis for	drawing inferences	inferences from the
•	pusy.		and a second sec	the text as the basis for the answers.	from the text.	text.
			-			CEAL.
	K.RN.2.2: With support,	1.RN.2.2 Retell main	2.RN.2.2: Identify the	3.RN.2.2: Determine	4.RN.2.2: Determine	5.RN.2.2: Determine
	retell the main idea and	ideas and key details of	main idea of a	the main idea of a text;	the main idea of a text	two or more main idea
	key details of a text.	a text.	multiparagraph text and	recount the key details	and explain how it is	of a text and explain
	and operate or a rest.		the topic of each	and explain how they	supported by key	how they are supporte
	1	1				
	1	1	paragraph.	support the main idea.	details; summarize the	by key details;
					text.	summarize the text.
	K.RN.2.3: With support,	1.RN.2.3: Describe the	2.RN.2.3: Describe the	3.RN.2.3: Describe the	4.RN.2.3: Explain the	5.RN.2.3: Explain the
	describe the connection	connection between	connection between a	relationship between a	relationships between	relationships or
	between two	two individuals, events,	series of historical	series of historical	events, procedures,	interactions between
	individuals, events,	ideas, or pieces of	events, scientific ideas	events, scientific ideas	ideas, or concepts in a	two or more individual
	ideas, or pieces of	information in a text.	or concepts, and steps	or concepts, or steps in	historical, scientific, or	events, ideas, or
	information in a text.		in a process or	processes or	technical text, based on	concepts in a historica
	amortmation in a text.	1	or a process or procedure in a text.	processes or procedures in a text.	specific information in	scientific or technical
	1	1	procedure in a text.			
	1	1	1	using words such as	the text.	text based on specific
	1	1	1	first, next, finally,	1	information in the text
	1	1	1	because, problem,	1	I
	1	1	1	solution, same, and	1	I
				AND STRUCTURES		
	Build understa	nding of nonfiction	text, using knowleds	ge of text features, s	tructures, and auth	or's perspective
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RN.3.1: Identify text	1.RN.3.1: Know and use	2.RN.3.1: Use various	3.RN.3.1; Apply	4.RN.3.1: Apply	5.RN.3.1: Apply
S	features of a nonfiction	various text features	text features (e.g., toble	knowledge of text	knowledge of text	knowledge of text
2	text (e.g., title, author,	(e.g., table of contents,	of contents, index,	features to locate	features to locate	features in multiple
5	illustrations) and	(e.g., toose of contents, alassary, illustrations)	headings, captions) to	information and rain	information and rain	print and digital source
5	allustrations) and describe the	glossary, illustrations) to locate and describe	headings, captions) to locate key facts or	information and gain meaning from a text	meaning from a text	to locate information,
2		to rocate and describe				to locate information,
Ě	relationship between	key facts or information	information and explain	(e.g., maps,	(e.g., charts, tables,	gain meaning from a
S	those features and the	in a text.	how they contribute to	Mustrations, charts,	graphs, headings,	text, or solve a
EATURES AND STRUCTURES	text in which they	1	and clarify a text.	font/format).	subheadings,	problem.
4	appear.				font/format).	
S	K.RN.3.2: Recognize	1.RN.3.2: identify how a	2.RN.3.2: Identify how a	3.RN.3.2: Identify how a	4.RN.3.2: Describe the	5.RN.3.2: Compare an
~	that a nonfiction text	nonfiction text can be	nonfiction text can be	nonfiction text can be	organizational structure	contrast the
5	can be structured to	structured to indicate	structured to compare	structured to indicate a	(e.g., chronological,	organizational structur
2	describe a topic.	order (e.g., sequential)	and contrast, to	problem and solution or	problem-solution,	of events, ideas.
Ε.		or to explain a simple	describe a procedure,	to put events in	comparison/contrast,	concepts, or
-	l	cause and effect	and to explain a cause	chronological order.	procedural, cause/effect,	information in two or
	1	relationship.	and effect relationship.	management on ordi	sequential, description)	more texts.
	1		and reasonably.	1	of events, ideas,	
	1	1	1	1	concepts, or information	1
					in a text or part of a text.	
	K.RN.3.3:	1.RN.3.3:	2.RN.3.3: Identify what	3.RN.3.3: Distinguish	4.RN.3.3: Compare and	5.RN.3.3: Analyze
	Standard begins at	Standard beains at	the author wants to	one's own perspective	contrast a firsthand and	multiple accounts of ti
				from that of the author	secondhand account of	manaple accounts of the
	second grade	second grade	answer, explain, or describe in the text.	from that of the author of the text.		same event or topic,
			describe in the text.	or the text.	the same event or	noting important
			1	1	topic; describe the	similarities and
			1	1	differences in focus and	differences in the
			1	1	the information	perspectives the
			1	1	provided in the	accounts represent.
					accounts.	
	Build understa	nding of nonfiction	texts by verifying po	TION OF IDEAS pints and making cor	nections between t	opics and ideas
	KINDERGARTEN K.RN.4.1: With support,	GRADE 1	GRADE 2	GRADE 3 3.RN.4.1: Distinguish	GRADE 4 4.RN.4.1: Distinguish	GRADE 5 5.RN.4.1: Explain how
	K.RN.4.1: With support, identify the reasons an	1.RN.4.1: identify the reasons the author	2.RN.4.1: Describe how an author uses facts to			5.RN.4.1: Explain how an author uses reason
				between fact and	between fact and	an author uses reason and evidence to suppo
2	author gives to support	gives to support points	support specific points	opinion; explain how an	opinion; explain how an	and evidence to suppo
W.	points in a text.	in a text.	in a text.	author uses reasons	author uses reasons	claims in a text,
9	1	1	I	and facts to support	and evidence to	identifying which
4	1	1	I	specific points in a text.	support a statement or	reasons and evidence
9	1	1	I	1	position (claim) in a	support which claims.
á	1	1	I	1	text.	
ĭ	K.RN.4.2: With support,	1.RN.4.2: Identify basic	2.RN.4.2: Compare and	3.RN.4.2: Compare and	4.RN.4.2: Combine	5.RN.4.2: Combine
5	identify basic	similarities in and	contrast the most	contrast the most	information from two	information from
4	similarities in and	differences between			texts on the same topic	several texts or digital
É	similarities in and differences between	two texts on the same	important points presented by two texts	important points and key details presented in	in order to demonstrate	several texts or digital sources on the same
CONNECTION OF IDEAS				xey details presented in		
O	two texts on the same	topic.	on the same topic.	two texts on the same	knowledge about the	topic in order to
	topic.	1		topic.	subject.	demonstrate
	I	1	1	1	1	knowledge about the
	1	1	1	1	1	subject.
	KRN.4.3:	1.RN.4.3:	2.RN.4.3:	3.RN.4.3:	4.RN.4.3:	5.RN.4.3:
	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at six
	grade.	arade.	orade.	grade.	arade.	orode.
		g- and	3	g. a.a.f.	y	13.000
	ING: Vocabulary					
here	are two key areas found	in the Reading: Vocab	ulary section for grades	K-5: Vocabulary Building	g and Vocabulary in Lite	rature and Nonfiction
exts.	By demonstrating the s	kills listed in each section	in, students should be a	ble to meet the Learnin	g Outcome for Reading	Vocabulary.
	ding: Vocabulary, stude	nts are expected to do t	the following:	FOR READING VOCA		
Rea						

Text	s. By demonstrating the	skills listed in each section	on, students should be a	able to meet the Learnin	g Outcome for Reading:	Vocabulary.									
in Re	sading: Vocabulary, stude	ents are expected to do	the following:												
	RV.1: LEARNING OUTCOME FOR READING VOCABULARY														
¥		Build and at	oply vocabulary usin	g various strategies	and sources										
8	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE S									
2	K.RV.1: Use words.	1.RV.1: Use words,	2.RV.1: Use words,	3.RV.1: Build and use	4.RV.1: Build and use	5.RV.1: Build and use									
5	phrases, and strategies	phrases, and strategies	phrases, and strategies	accurately	accurately general	accurately general									
	acquired through	acquired through	acquired through	conversational, general	academic and content-	academic and content-									
ទ្ធ	conversations, reading	conversations, reading	conversations, reading	academic, and content-	specific words and	specific words and									
SNING	and being read to, and	and being read to, and	and being read to, and	specific words and	phrases.	phrases.									
2	responding to literature	responding to literature	responding to literature	phrases.		·									
వ	and nonfiction texts to	and nonfiction texts to	and nonfiction texts to												
-	build and apply	build and apply	build and apply												
	vocabulary.	vocabulary.	vocabulary.												
			RV.2: VOCABU	LARY BUILDING											
G		Use strategies to det	ermine and clarify v	words and understar	nd their relationship	s									
S	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5									
즲	K.RV.2.1:	1.RV.2.1: Demonstrate	2.RV.2.1: Use context	3.RV.2.1: Apply context	4.RV.2.1: Apply context	5.RV.2.1: Select and									
5	Standard begins at first	understanding that	clues (e.g., words and	clues (e.g., word,	clues (e.g., word,	apply context clues									
	grade.	context clues (e.g.,	sentence clues) and text	phrase, and sentence	phrase, sentence, and	(e.g., word, phrase,									
줉		words and sentence	features (e.g., toble of	clues) and text features	paragraph clues) and	sentence, and									
S		clues) and text features	contents, headings) to	(e.g., maps, illustrations,	text features (e.g.,	paragraph clues) and									
∍		(e.g., glossaries,	determine the	charts) to determine the	charts,	text features to									
뮡		illustrations) may be	meanings of unknown	meanings of unknown	headings/subheadings,	determine the									
VOCABULARY		used to help understand	words.	words.	font/format) to	meanings of unknown									
×		unknown words.			determine the	words.									
					meanings of unknown										

WRITING:
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genret, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Need the scaling of curries untilling that is included in this pacific in the stagetes of the discussion of treat declaration. The declare Department of Education recommends the solved of curries writing is related in Spaces. I and it is not related to the stagetes and the control of the spaces of the stagetes of the stagetes and the setting. On the first the more important purpose of being able to gaig curries writing. Students need to be able to read curries writing as they writing interval concerned (e.g., students) and countries (e.g., students).

In Wr	iting, students are exper	cted to do the following					
		1	W.1: LEARNING OUT	COME FOR WRITING	3		-
		Write effect	ively for a variety of	f tasks, purposes, an	d audiences		-
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	
	K.W.1: Write for specific	1.W.1: Write routinely	2.W.1: Write routinely	3.W.1: Write routinely	4.W.1: Write routinely	5.W.1: Write routinely	-
3	purposes and	over brief time frames	over brief time frames	over a variety of time	over a variety of time	over a variety of time	-
ō	audiences.	and for a variety of	and for a variety of	frames and for a range	frames and for a range	frames and for a range	
1 2		purposes and	tasks, purposes, and	of discipline-specific	of discipline-specific	of discipline-specific	-
OUTCOME		audiences.	audiences; apply	tasks, purposes, and	tasks, purposes, and	tasks, purposes, and	
			reading standards to	audiences; apply	audiences; apply	audiences; apply	-
١٧			write in response to	reading standards to	reading standards to	reading standards to	-
₹			literature and nonfiction	write in response to	support reflection and	support reflection and	
<u>~</u>			texts.	literature and nonfiction	response to literature	response to literature	-
EARNING				texts.	and nonfiction texts.	and nonfiction texts.	
-							-
							-
				l			
				l			

н								
ı					W.2: HAN	DWRITING		
ı	Ė				Demonstrate the al	ility to write legibly		
ı			KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ı			K.W.2.1: Write most	1.W.2.1.: Write all	2.W.2.1: Form letters	3.W.2.1: Write legibly in	4.W.2.1: Write legibly in	5.W.2.1:
J			uppercase (capital) and	uppercase (capital) and	correctly and space	print or cursive, leaving	print or cursive, forming	Students are expected
٦			lowercase letters of the	lowercase letters	words and sentences	space between letters	letters and words that	to build upon and
1			alphabet, correctly	legibly, and space	properly so that writing	in a word, words, in a	can be read by others.	continue applying
1			shaping and spacing the	letters, words, and	can be read easily by	sentence, and words		concepts learned
П			letters of the words.	sentences	another person.	and the edges of the		previously.
1				appropriately.		paper.		
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. I								
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П		≧						
П		≒						
П		ΙĒ						
П		<b>6</b>						
П		HANDWRITING						
П		1						
4			K.W.2.2: Write by	1.W.2.2:	2.W.2.2:	1.W.2.2:	4.W.2.2:	5.W.2.2:
ı			moving from left to	Students are expected	Students are expected	Students are expected	Students are expected	Students are expected
ı			right and top to bottom.	to build upon and	to build upon and	to build upon and	to build upon and	to build upon and
Н				continue applying	continue applying	continue applying	continue applying	continue applying
۲				concepts learned	concepts learned	concepts learned	concepts learned	concepts learned
П				previously.	previously.	previously.	previously.	previously.
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				NG GENRES			
	Deve		writing for different			eople	-
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	1 .
	K.W.3.1: Use words and	1.W.3.1: Write logically	2.W.3.1: Write a	3.W.3.1 Write	4.W.3.1: Write	5.W.3.1: Write	1
	pictures to provide	connected sentences to	logically connected	persuasive	persussive compositions	persuasive compositions	-
	logical reasons for	make a proposal to a	paragraph or	compositions in a	in a variety of forms	in a variety of forms	-
	suggesting that others	particular audience	paragraphs, that	variety of forms that -	that -	that -	
	follow a particular	(e.g., a porent,	introduce an opinion,		• In an introductory	Clearly present a	-
	course of action.	classmate, etc.) and give reasons why the	with a concluding statement or section	<ul> <li>State the opinion in an introductory statement</li> </ul>	statement, clearly state	position in an	-
		proposal should be	and multiple reasons to	or section.	an opinion to a particular	introductory statement	
		considered.	explain why a certain	or account.	audience.	to an identified audience.	-
		considered.	course of action should	<ul> <li>Support the opinion</li> </ul>			
			be followed.	with reasons in an	<ul> <li>Support the opinion</li> </ul>	<ul> <li>Support the position</li> </ul>	
				organized way.	with facts and details from various sources.	with qualitative and quantitative facts and	-
				Connect opinion and	including texts.	details from various	Z
PERSUASIVE				reasons using words and	nesseng tens.	sources, including texts.	COMPREHENSION
S				phrases.	Use an organizational	sources, meaning terms	-   8
5				prinates.	structure to group	Use an organizational	=
2				· Provide a concluding	related ideas that	structure to group	
₩.				statement or section.	support the purpose.	related ideas that	-   5
						support the purpose.	≥
					Connect opinion and reasons using words and	Use language	-   2
					phrases.	appropriate for the	-
					privates.	identified audience	
					Provide a concluding		-
					statement or section	Connect reasons to the	-
					related to the position	position using words,	
					presented.	phrases, and clauses.	-
							-
						Provide a concluding statement or section	
						related to the position	-
						presented.	-
							1
	K.W.3.2: Use words and	1.W.3.2: Develop a	2.W.3.2: Write a	3.W.3.2: Write	4.W.3.2: Write	5.W.3.2: Write	-
	pictures to develop a	topic sentence or main	paragraph or	informative	informative	informative compositions on a variety of topics	-
	main idea and provide some information about	idea, provide some facts or details about the	paragraphs on a topic that introduce a topic.	compositions on a variety of topics that -	compositions on a variety of topics that -	on a variety of topics	
	a topic.	topic, and provide a	provide facts and details	variety or topics that =	variety or topics triat =	Unas	
	a topic.	concluding statement.	about the topic, and	State the topic, develop	Provide an introductory	Introduce a topic:	
		concount yancmen.	provide a concluding	a main idea for the	paragraph with a clear	organize sentences and	
			statement.	introductory paragraph,	main idea.	paragraphs logically,	
				and group related		using an organizational	l – I
				information together.	<ul> <li>Provide supporting</li> </ul>	form that suits the topic.	
					paragraphs with topic	Employ sufficient	
				<ul> <li>Develop the topic with facts and details.</li> </ul>	and summary sentences.	examples, facts.	l – I
				tacts and oetails.	Provide facts, specific	quotations, or other	
				Connect ideas within	details, and examples	information from various	4
				categories of information	from various sources and	sources and texts to give	AND IDEAS
				using words and phrases.	texts to support ideas	clear support for topics.	=
5					and extend explanations.		3
15				Use text features (e.g.,		<ul> <li>Connect ideas within and across categories</li> </ul>	
3				pictures, graphics) when	<ul> <li>Connect ideas using</li> </ul>	using transition words	ΙĮĚ
<u> </u>				useful to aid comprehension.	words and phrases.	(e.g., therefore, in	
NFORMATIVE	l			comprehension.	Include text features	addition).	KNOWLEDGE
Z	1	1	1	Provide a concluding	(e.g., formatting,	'	2
	l			statement or section.	pictures, graphics) and	<ul> <li>Include text features</li> </ul>	5
	l				multimedia when useful	(e.g., formatting,	
	1	1	1		to aid comprehension.	pictures, grophics) and	PRESENTATION
	l					multimedia when useful to aid comprehension.	
	1	1	1		Use language and	w aw comprenension.	2
	l				vocabulary appropriate for audience and topic.	Use appropriate	2
	l	1			ror wassence and topic.	language, vocabulary,	8
	l	1			Provide a concluding	and sentence variety to	
	1	1	1		rtatement or rection	convey meaning; for	

#### SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and lates. Students adjust their use of inapuage to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of an drespect for diversity in language use, posterms, and diodects. <sup>8</sup>

In S	peaking and Listening, st	udents are expected to o	to the following:			
ME		SL.1: LEA elop and apply effe	RNING OUTCOME F ctive communication	n skills through spea	king and active liste	ning
LEARNING OUTCOME	KINDERGARTEN K.SLI: Listen actively and communicate effectively with a variety of audiences and for different purposes.	GRADE 1  1.SL1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 2 2.5L.1: Usten actively and adjust the use of spoken language (e.g., conventions, secabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 3 3.S.L.: Listen actively and adjust the use of spoken language (e.g., conventions, style, vecabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 4 4.5LLS: Listen actively and adjust the use of spoken language (e.g., conventions, style, vecobulory) to communicate effectively with a variety of audiences and for different purposes.	GRADE S 5.SLL: listen actively and adjust the use of spoken language (e.g., conventions, style, vecabulary) to communicate effectively with a variety of audiences and for different purposes.
NO	Develop and	apply reciprocal co	SL.2: DISCUSSION A		i	
DISCUSSION AND COLLABORATION	KINDERGARTEN K.S.L.2.1: Participate in collaborative conversations about grade-appropriate topics and tests with peers and adults in small and larger groups.	GRADE 1 1.51.2.1: Participate in collaborative conversations about grade-appropriate topics and tests with peers and adults in small and larger groups.	GRADE 2 2.5.1.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	GRADE 3 5.51.2.11 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas (learly,	GRADE 4 4.5L.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and tests, building on others' ideas and expressing personal ideas (learly.	GRADE 5 5.5L.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas (learly.
	K.SL2.2: Standard begins in third grade.	1.SL.2: Standard begins in third grade.	2.5L.2.2: Standard begins in third grade.	3.SL2.2: Explore Ideas under discussion by drawing on readings and other information.	4.5L.2.2: Explore Ideas under discussion by drawing on readings and other information.	5.SL2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
	K.SL2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	1.51.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	2.54.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	3.51.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	4.51.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	5.5L.2.3: Establish and follow agreed-upon rules for discussion.
	K.SL2.4: Ask questions to seek help, get information, or clarify something that is not understood.	1.51.2.4: Ask questions to clarify information about topics and texts under discussion.	2.54.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	3.51.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	4.51.2.4. 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.	3.51.2.4.7 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	K.SL2.5: Continue a conversation through multiple exchanges.	1.51.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	2.51.2.5: Build on others' talk in conversations by linking comments to the remarks of others.	4.51.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.	5.51.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	
	0	evelop and apply ac	SL.3: COMP tive listening and in	REHENSION terpretation skills us	ing various strategi	es
COMPREHENSION	INTOCREGARTEN KOLALI- Aki and answer questions about key details in a text read aloud or information presented orally or through other media.	CRACE 1  5.5.3.1.2 th and answer questions about the key details in a text read aloud or information presented orally or through other media.	ORANGE 2 2.55.3.3.1 Determine the purpose for listening (seg, so obtain information, to enjoy humor) and paraphrase or describe key ideas or describe key ideas or describe key ideas or the control of t	J. S. L. S.	GRADE 4 4.53.1.1.5 mmmrite while it is a supportive evidence supportive evidence from text read aloud or information presented information presented information presented information indivisers metal: and formati, including vausally, quantitatively, and orally.	GRADE 5 S.S.L.S.: Orally summarize or respond to a written text read about of information presented in diverse media and formatic, including visually, quantitatively, and orally.
CON	K.SL.3.2: Ask appropriate questions about what a speaker says.	1.5L3-2: Ask and answer questions about what a speaker says to clarify something that is not understood.	2.51.3-2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	3.5L3-2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.51.3.2: Identify and use evidence a speaker provides to support particular points.	5.51.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
			PRESENTATION OF			
	KINDERGARTEN	op and apply speaki GRADE 1 1.SL-4.1: Speaking	GRADE 2	GRADE 3	GRADE 4  4.St.4.1: Using	GRADE 5
TATION OF KNOWLEDGE AND IDEAS	K.S.L.1. Speaking audibly, recibe poems, rhymes, and songs, and use complete sentences to describe familiar people, places; things, and events and, with support, provide additional details.	1.51.4.1: Speaking audibly and using appropriate language. recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	2.SL.4.: Using suppropriate language, necite poems and rhymes, and cell a tory or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	3-SLL-L' Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	4.55.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate facts and relevant, descriptive details to support main ideas or themed; speak clearly and concisely at an understandable	5.54.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with affective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concicely at an understandable
NO	K.SL4.2: Standard benins in first	1.5L.4.2: Add drawings or other visual displays,	2.5L.4.2: Create simple	5.5L.4.2: Create oral	4.5t.4.2: Create oral presentations that	an understandable pace. 5.5L4.2: Create

	est), and simple compound words (e.g., cupcoke) and contractions (e.g., isn't	kitten's, sisters'), and compound words.	not = won't) and possessives (e.g., children's, Dennis's).	roots and agrees) to read accurately unfamiliar multi-sylla words in context.	roots and offixes) to read accurately unfamiliar multi-syllabic words in context.	K.RV.2.2: Iden sort pictures o into categorie	ntify and 1.R of objects sor es (e.g., cat	V.2.2: Define and words into egories (e.g.,	2.RV.2.2: Identify relationships among words, including	3.RV.2.2: Identify relationships among words, including	words.  4.RV.2.2: identify relationships among words, including more	5.BV.2.2: Identify							apprograms to the tops, and audience.  • Provide a concluding statement or section related.	step direction:	step direc	ctions.	directions.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.
KINDERGARTEN K.R.F.S: Read emergent- reader texts, maintaining an appropriate pace and using self-correcting strategies while	GRADE 1  1.RF.5: Orally read grade-level appropriate or higher texts	GRADE 2  2.RF.5: Orally read prade-level appropriate	GRADE 3  3.8F.5: Orally read grade-level appropriat or higher texts	GRADE 4  4.RF.5: Orally read  erade-level appropria	GRADE S  5.85.5: Orally read  te or higher texts	into categorie colors, shapes opposites).	syn	onyms, iving trings, onyms].	antonyms and antonym, and simple multiple-meaning words (e.g., change, duck).	synonyms, antonyms, homographs, homonyms, antonyms, homonyms, and multiple-meaning word (e.g., puzzle, fire).	complex homographs homoryms, synonym antonyms, and multip meanings.	s, multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.			1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas	2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –	compositions in a variety of forms that – • Establish an	compositions in a variety of forms that –	compositions in a variety of forms that –	Guiding Principle: 3 culture and function experiences to cons reflective, and engo	Students develop cri	itical thinking ab lization and info anings from med society. <sup>W</sup>	bout the messages rec ormation, and they de dia messages. Student	eived and created by m relop understanding th s develop media literac	edia. Students recogniz at people use individual y skills in order to becor	e that media are a part o skills, beliefs, and me more informed,
aspropriate pace and using self-correcting strategies while reading.  READING: Literature	or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that compotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that comotes comprehension at th independent level.	te grade-level appropriate or higher tests smoothly and accurately, with expression that connotes comprehension at the independent level.	K.RV.2.3: Standard begi grade.			2.RV.2.5: Standard begins at sixth grade.	3.RV.2.5: Standard begins at sixth grade.	4.RV.2.3: Standard begins at six grade.	5.RV.2.3: Standard begins at sixth grade.  5.RV.2.4: Apply			words to signal event order, with ideas organized into a beginning, middle, and ending.	include a beginning.     Use temporal words to signal event order (e.g., first of all).	introduction (e.g., situation, narrator, characters).  • Include specific descriptive details and clear event sequences.	Establish an introduction with a context to allow the reader to imagine the world of the event or experience.      Organize events that unfold naturally, using	Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).     Develop an event sequence (e.g., conflict, climax, resolution) that		tudents are expecte	ed to do the follo	lowing:	BAT FOR BATRIA LIT	Outcome for Media Lite ERACY ourposes of media	
There are three key areas for Organization, and Connection Reading: Literature. In Reading: Literature, studen	n of Ideas. By demonst	rating the skills listed in the following:	each section, students	should be able to mee	t the Learning Outcome fo	K.RV.2.4: Rec frequently oci inflections (e. looks).	curring use g, look, affi the	frequently occurring ses, and roots and ir inflactions, as	2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix i added to a known root word.	knowledge of word structure elements (e. suffixes, prefixes, common dreek and Lo is offixes and roots), kno words, and word patterns to determine	knowledge of word structure elements, known words, and word	ATIVE			Provide details to describe actions, thoughts, and feelings.     Provide an ending.	Include dialogue.     Connect ideas and events using introduction and transition words.     Frovide an ending.	meaningful paragraphing and transitional words and phrases of the control of the	unfolds naturally, connecting ideas and events using transitions.  • Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	MINDERGART K.ML.I: Recog various types of	EN GRADE 1 nite 1.ML.1: R of media. role of the informing entertain transmitti	tecognize the in media in g, persuading, ing, or ing culture.	GRADE 2 2.ML1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	and the roles and a GRADE 3 3.MLI: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	GRADE 4  4.ML1: identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit	GRADE S  5.ML1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit
NINDERGARTEN KIRLT: Actively engage in group reading activities with purpose and understanding.  DNIN	Read and compt GRADE I 1.ML1: With support, read and comprehend literature that it grade level appropriate.	ehend a variety of li GRADE 2 2.RLL: Read and comprehend a variety of lizerature within a range of complexity appropriate for grade 2.3. By the end of grade with texts proficently and independently at the low and of the range and with scaffolding as needed a the high end.	terature independs GRADE 3 3.RL:1 Read and comprehend a variety of literature within a range of complexity appropriate for grade 2-3. By the end of gra 3, students interact with texts proficiently and independently.	4.RL1: Read and comprehend a variet of literature within a range of complexity appropriate for grad de 4-5. By the end of gr.	S.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	K.RV.2.5: Standard beginned beginning second grade.		V.2.5: stand begins at and grade.	2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to fire the pronunciation and	5.RV.2.5: Consult reference materials, both print and digital	NARR					revea cast actes personalizes, feelings, and responses to situations.  • Employ vocabulary wit sufficient sensory (sight, sound, smell, fouch, taste) details to give clea pictures of ideas and events.  • Frovide an ending that follows the narrated experiencies or events.	Use precise and expressive vocabulary and figurative language for effect.     Provide an ending that	KINDERGART KAML2.1: Reco common signs of dentify co or advartiseme	EN GRADE 1	Demonstrate using of media and answering the questions at is read, viewed.	es of media and the GRADE 2	IA LITERACY  ways in which mer  GRADE 3  3.ML.2.1: Institution  among the purposes of  various media messages,  including for information,  metertainment,  persuation,  interpretation of events,  or transmission of  culture.  3.ML.2.2:	dia can have influen GRADE 4 A.M.L.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	CORRUPE.  GRADE 5  GRADE 5  S.MIL.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.
Build comprehen:	RL.2:	STANDARD 2: KEY IE literature by identifying, GRADE 2	EAS AND TEXTUAL	SUPPORT		Build a  KINDERG  K.RV.3.1: Wit  ask and answ	th support, 1.8	GRADE 1 V.3.1: Identify words	ABULARY IN LITERA terature and nonfiction to GRADE 2 2.RV.3.1: Recognize that authors use words	ATURE AND NONFIG exts by determining or of GRADE 3 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to	larifying the meanings or	of words and their uses  GRADE 5  S.RV.3.1: Determine how words and phrases								K.ML2.2: Standard begin grade.	s in fifth Standard i grade.	begins in fifth	Standard begins in fifth grade.	Standard begins in fifth grade.	Standard begins in fifth grade.	S.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.
KINDERGARTEN K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.	GRADE 1  1.Rt.2.1: Ask and answer questions abou main idea and key details in a text.	GRADE 2 2.81.2.1: Ask and t answer questions (e.g., who was the story about; why did an even happen; where did the story happen) to demonstrate understanding of main idea and key details in a	3.RL2.1: Ask and		5.RL.2.1: Quote in accurately from a text	L ARV-3.2: Wit K.RV-3.2: Wit K		ms, or songs that gest feelings or eal to the senses such, hearing, sight, re, smell).	(e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.  2.RV.3.2: Determine the	words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes). 3.8W.3.2: Determine	4.8V.3.1: Determine how words and phrass provide meaning to works of literature, including figurative language (e.g., similes, metophors, or hyperbole).	provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metophors, hyperbole, or oflusion).		Produce coher KINDERGARTEN K.W.4: Apply the writing process to –  With support, revise writing by adding simple	ent and legible docu GRADE 1 1.W.4: Apply the writing process to - • With support, develop colors and	W.4: THE WF uments by planning, GRADE 2 2.W.4: Apply the writing process to –  Generate a draft by developing, selecting	RITING PROCESS , drafting, revising, 4 GRADE 3 S.W.4: Apply the writin process to -  • Generate a draft by developing, selecting	editing, and collabor GRADE 4 g 4.W.4: Apply the writin process to - • Generate a draft by developing, selecting	ating with others  GRADE 5  g. S.W.4: Apply the writing process to –  Generate a draft by developing, selecting							
K.R.L.2.2: With support, recell familiar stories, poems, and nursery rhymnes, including key details.	1.RL2.2: Retell stories, fables, and fairy tales is sequence, including ke details, and demonstrate understanding of their central message or lesson.	incerstanding or main idea and key details in teast. 2.88L.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	S.RL.2.2: Retell folktales, fables, and t tales from diverse cultures; identify the themes in these work:	4.RL.2.2: Paraphrase retail the main event a story, myth, legend or novel; identify the s. theme and provide evidence for the interpretation.	or sin theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarise the text.	ask and answ questions abd questions abd questions abd questions abd question to profice the profice of the pro	er and out hel rds in a clai xt. wo	wer questions to p determine or ify the meaning of rds and phrases in a ffiction text.	meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.  2.RV.3.3: Stondard begins at third grade.	the meanings of general academic and content-specific words and phrases in a	meanings of general academic and content	meaning of general academic and content- specific words and phrasas in a nonfiction text relevant to a fifth grade topic or text.  5.8V.3.3: Analyze the	ROCESS	details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).  * Use available technology to produce and publish writing.	organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words	and organizing ideas relevant to topic, purpose, and ganne; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure word choice)	and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quonity of ideas, organization, sentence fluency, word choice); and edit writin for format and	and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quolity of ideas, organication, sentence fluency, word g. choice); edit writing for format and convention format and convention.	and organizing ideas railevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quolity of ideas, organization, sentence fluency, word choice); and edit writing for format and standard for format and standard							
K.RL.2.3: Identify important elements of the text (e.g., chorocters, settings, or events).	1.RL2.3: Using key details, identify and describe the elements of plot, character, and setting. 1.RL2.4: Make and	2.8L.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	3.RL2.3: Describe characters in a story (e.g., their traits, motivations, or feeling and explain how their actions contribute to the plot.  3.RL2.4:	4.RL2.3: Describe a character, setting, or event in a story or pl drawing on specific details in the text, are how that impacts the plot.  4.RL2.4:	5.RL2.3: Describe two or more characters, sy, settings, or events in a								THE WRITI		basic capitalization, end punctuation); and provide feedback to other writers.  • Use available technology to publish legible documents.	spelling, capitalization, usage, punctuation); and provide feedback to other writers.  • Use available technology to publish legible documents.	conventions (e.g., spelling, capitalization, surger, punctuation).  • Use technology to interact and collaborat with others to publish legible documents.	(e.g., spelling, copitalization, usage, punctuation).  • Use technology to interact and collaborat with others to publish legible documents.	English conventions.  * Use technology to interact and collaborate with others to publish legible documents.							
K.RL.2.4: Make predictions about what will happen in a story.	1.ML2.4: Make and confirm predictions about what will happen next in a story.	2.8t.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.	d Students are expected to build upon and continue applying concepts learned previously.																					
	hension and appre GRADE 1	STRUCTURAL ELEN ciation of literature, GRADE 2 2.RL3.1: Describe the	using knowledge of	of literary structure GRADE 4										W.5: Build l	cnowledge about the	e research process a	E RESEARCH PROCES	SS study by conducting	short research							
genres (e.g., fairy tales, nursery rhymes, storybooks).	storybooks).	overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	such as chapter, scene and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.		series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.								MATION	K.W.5: With support, build understanding of a topic using various sources.	GRADE 1  1.W.5: With support, conduct simple research on a topic.  • identify several sources of information and indicate the sources.	GRADE 2  2.W.5: With support, conduct short research on a topic.  • Find information on a topic of inferest (e.g., cordinals).	GRADE 3 3.W.5: Conduct short research on a topic.  • Identify a specific topi or question of interest (e.g., where did Benjam Harrison grow up?).	GRADE 4  4.W.5: Conduct short research on a topic.  c • Identify a specific question to address (e.g what is the history of thingly 5007).	5.W.5: Conduct short research assignments and tasks on a topic.							
K.R.J.3.2: With support, define the role of the author and illustrator of a story in telling the story.	1.M.3.2: coentry who telling the story at various points in a text	s 2.RL.3.2: Acknowledge differences in the point of view of characters and identify dialogue a: words spoken by characters, usually enclosed in quotation marks. RL4: CONNE	on earlier sections, 3.RL3.2: Distinguish spersonal point of view from that of the narrator or those of th characters.	w.k.s.z.compare as contrast the point of view from which different stories are narrated, including ti difference between first- and third-perso narrations.	a narrator's or speaker's point of view influences how events are portrayed.								IND REPORTING II	<ul> <li>Identify relevant pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic.</li> </ul>	Organize information, using graphic organizers or other aids.      Make informal presentations on information gathered.	Identify various visual and text reference sources     Organize, summarize, and present the information, choosing from a variety of format:	Locate information in reference texts, electronic resources, or through intendents.	Use organizational features of print and digital sources to efficiently to locate further information.      Determine the	with support,     formulate a research     question (e.g., whore were     Ann Wooden's greatest     contributions to college     bosketboll?).      Identify and acquire     information through     reliable primary and     secondary sources.							
Build comprehensi  KINDERGARTEN  KILLAL: With support, describe the relationship between illustrations and the story in which they appear.	on and appreciation of lift GRADE 1 1.R.L.4.1: Use illustrations and details in a story to describe it characters, setting, or events.	erature by connecting liter	ary elements and themes GRADE 3 3.RL4.1: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the word in a story (e.g., create mood, emphasize aspects of a character	visual and multimedi presentations and representations can	ry tools impact meaning  GRADE 5  W SALL4.1.4 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.								ESSING, SYNTHESIZING, A			from a variety of formats	sources may be more reliable than others.  • Record relevant information in their own words.  • Present the information, choosing from a variety of format	Summarize and organize information in their own words, giving credit to the source.      Present the research information, choosing from a variety of format	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.  Audio plagisirism and follow copyright guidelines for use of images, pictures, etc.							
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL4.2: Compare and contrast the adventure and experiences of characters in stories.	plot.  2.RL.42: Compare and so contrast versions of the same stories from different authors, time periods, or cultures from around the world.	or setting).  3.RL.4.2: Compare an contrast the themes, settings, and plots of stories written by the same author about th same or similar characters (e.g., in books from a series).	d 4.RL.4.2: Compare at contrast the treatme of similar themes an topics and patterns of events in stories, my and traditional literature from differ cultures.	f approaches to similar								FINDING, ASS						images, pictures, etc.  • Present the research information, choosing from a variety of sources.							
														KINDERGARTEN K.W.6.1: Demonstrate	Demonstra GRADE 1 1.W.6.1: Demonstrate command of English	W.6: CONVENTIONS rate command of the GRADE 2		ELISH indard English GRADE 4	GRADE 5 S.W.6.1: Demonstrate command of English							
														K.W.6.1: Demonstrate command of English grammar and usage, focusing on: K.W.6.1a: Noura/Pronouns — Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	1.W.6.1: Demonstrate command of English grammar and usage, focusing on:     1.W.6.1a: Nount/Pronouns — Writing sentences that include common and proper nounce and personal pronouns.	GRADE 2 2.W.6.4: Demonstrate command of English grammar and usage, focusing on: 2.W.6.1: Nouns/Pronouns Wirking sentences that include common, prope possessive, and collectiv nouns, irregular plural nouns, and personal and possessive pronouns.	command of English grammar and usage, focusing on: 3.W-6.1a: Nours/Proncers -	4.W.6.1: Demonstrate command of English grammar and usage, focusing on: 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronous (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their function in the sentence.	grammar and usage, focusing on: S.W.6.1a: Nouns/Pronouns –							
													RAMMAR AND USAG	K.W.6.1b: Verbs – Writing sentences that include verbs.	1.W.6.1b: Verbs — Writing sentences using verbs to convey a sense of past, present, and future.	2.W.6.1b: Verbs –  • Writing sentences that use the past tense of frequently occurring irregular verbs.  • Understanding the functions of different types of verbs (e.g., oction, linking) in	5.W.6.1b: Verbs –  Writing sentences that use regular and irregula verbs and simple verb tenses to convey variou times, sequences, state and conditions.		S.W.6.1b: Verbs –  t Writing sentences that use the perfect (e.g., / hove wolked, / had wolked, / swill have wolked) verb tenses.  • Correctly using verbs							

						-					Carlotte Company		
						9		sentences.			rise/raise).		
						K.W.6.1c: Adjectives/	1.W.6.1c: Adjectives/				5.W.6.1c: Adjectives/		
						Adverbs -	Adverbs -	Adverbs – Writing	Adverbs Writing	Adverbs Writing	Adverbs -		
								sentences that use	sentences that include	sentences using relative			
						Standard begins at second grade.	Standard begins at	adjectives and adverbs.	comparative and superlative adjectives	adverbs (e.g., where, when) and explaining	Students are expected to build upon and continue		
						secona grane.	second grade.		and adverbs, choosing	their functions in the	applying conventions		
									between them	sentence.	learned previously.		
									depending on what is to	semence.	rearried previously.		
									be modified, and				
									explaining their functions				
									in the sentence.				
						K.W.6.1d: Prepositions -	1.W.6.1d: Prepositions -	2.W.6.1d: Prepositions -	3.W.6.1d: Prepositions -	4.W.6.1d: Prepositions -	5.W.6.1d: Prepositions -		
										Writing sentences that	Writing sentences that		
						Standard begins at fourth	Standard begins at fourth	Standard begins at fourth	Standard begins at fourth	include prepositions,	include prepositional		
						grade.	grade.	grade.	grade.	explaining their functions	phrases and explaining		
										in the sentence.	their functions in the		
											sentence.		
						K.W.6.1e: Usage – Recognizing that there	1.W.6.1e: Usage – Writing complete simple	2.W.6.1e: Usage -	3.W.6.1e: Usage – Writing correctly	4.W.6.1e: Usage – Writing correctly	S.W.6.1e: Usage – Writing correctly simple,		
						are different kinds of		complete simple and	complete simple,	complete simple,	compound, and complex		
						sentences (e.g.,	interrogative, imperative,	compound declarative	compound, and complex	compound, and complex	declarative,		
								interrogative, imperative,		declarative.	interrogative, imperative,		
						something, sentences	sentences in response to			interrogative, imperative,	and exclamatory		
						that ask something, etc.).	prompts.	sentences.	and exclamatory	and exclamatory	sentences, using		
						1	1 1	1	sentences, using	sentences, using	correlative conjunctions		
							1	1	coordinating and	coordinating and	(e.g., either/or,		
							1	1	subordinating	subordinating	neither/nor).		
									conjunctions (e.g., and,	conjunctions (e.g., yet,			
						K.W.6.2: Demonstrate	1.W.6.2: Demonstrate		for, but, or). 5.W.6.2: Demonstrate	nor, so). 4.W.6.2: Demonstrate	5.W.6.2: Demonstrate		
						command of			command of	command of	command of		
						 g capitalization,			capitalization,	capitalization.	capitalization.		
						punctuation, and	punctuation, and	punctuation, and	punctuation, and	punctuation, and	punctuation, and		
						spelling focusing on:		spelling, focusing on:	spelling, focusing on:	spelling focusing on:	spelling, focusing on:		
						K.W.6.2a: Capitalization	1.W.6.2a: Capitalization	2.W.6.2a: Capitalization	3.W.6.2a: Capitalization	4.W.6.2a: Capitalization	5.W.6.2a: Capitalization		
						■ - Capitalizing the first	- Capitalizing the first		- Capitalizing appropriate		- Applying correct usage		
						x 5 word in a sentence and	word of a sentence,	months and days of the	words in titles, historical	magazines, newspapers,	of capitalization in		
						the pronoun /.		week, titles and initials in			writing.		
						9	and the pronoun /.	names, and proper	product names, and	compositions,			
						 Ē		nouns, including holidays	special events.	al events. organizations, and the first word in quotations,			
						3	and geographic name	and geographic names.		when appropriate.			
								2.W.6.2b: Punctuation -		4.W.6.2b: Punctuation -	5.W.6.2b: Punctuation -		
						Recognizing and naming end punctuation.				<ul> <li>Correctly using</li> </ul>	Applying correct usage		
						end punctuation.	period, question mark,	period, question mark, or exclamation mark at the	apostrophes to form	apostrophes to form	of apostrophes and quotation marks in		
							the end of a sentence.	and of a rentence	and plural possessives.	contractions	writing.		
								Using an apostrophe to			Using a comma for		
							and to separate items in	form contractions and	to mark direct speech.	quotation marks and	appositives, to set off the		
								singular possessive	Using commas in	commas to mark direct	words yes and no, to set		
								nouns.	locations and addresses;	speech.	off a tag question from		
							1	Using commas in	to mark direct speech;	Using a comma before	the rest of the sentence,		
						1	1	greetings and closings of	and for coordinating	a coordinating	and to indicate direct		
							1	letters, dates, and to		conjunction in a	address.		
							1	separate items in a	red bicycle).	compound sentence.			
						K.W.6.2c: Spelling -	1.W.6.2c: Spelling -	series. 2.W.6.2c: Spelling –	3.W.6.2c: Spelling -	4.W.6.2c: Spelling -	5.W.6.2c: Spelling -		
						Spelling simple words	Spelling unknown	Correctly spelling	Using conventional	Using spelling patterns	Applying correct spelling		
						phonetically, drawing on	spening unknown     words obconstically	Correctly spelling     words with short and	Using conventional spelling for high-	and generalizations (e.g.,	patterns and		
						phonemic awareness.	drawing on phonemic	long vowel sounds, r-	frequency and other	word families, position-	generalizations in writing.		
							awareness and spelling	controlled vowels, and	studied words and for	based spellings, syllable			
						1	conventions.	consonant-blend	adding affixes to base	patterns, ending rules,	1		
						1	<ul> <li>Correctly spelling</li> </ul>	patterns.	words.	meaningful word parts,	1		
						1	words with common		<ul> <li>Using spelling patterns</li> </ul>	homophones/	1		
								spelling patterns (e.g.,	and generalizations (e.g.,	homographs) in writing			
							<ul> <li>Correctly spelling</li> </ul>	word families) when	word families, position-	single and multi-syllable			
							common irregularly-	writing words.	based spellings, syllable	words.			
							spelled, grade-	<ul> <li>Correctly spelling common irregularly-</li> </ul>	patterns, ending rules, meaningful word parts,	I			
							appropriate high- frequency words.	common irregularly- spelled grade-	heaningful word parts, homophones/	I	1 1		
							- equiency words.	spened grade- appropriate high	homographs) when	I	1 1		
						1	1	frequency words.	writing.		1		

- [1] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- [2] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [3] 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- [4] 3.W.6.1e: Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- [5] "3.W.4: Apply the writing process to –
- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [6] 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- [7] "3.W.3.3: Write narrative compositions in a variety of forms that –
- · Establish an introduction (e.g., situation, narrator, characters).
- · Include specific descriptive details and clear event sequences.
- Include dialogue.
- · Connect ideas and events using introduction and transition words.
- · Provide an ending."
- [8] 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.
- [9] 3.RL.4.2: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- [10] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- [11] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- 3.RL.4.1: 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).
- 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

## [12] "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- · Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [13] 3.RV.3.3: Recognize the meanings of idioms in context.

## "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- · Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

## [14] "3.W.6.2b: Punctuation –

- · Correctly using apostrophes to form contractions and singular and plural possessives.
- Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."
- [15] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- [16] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [17] 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- [18] 3.W.6.1b: Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

## [19] "3.W.4: Apply the writing process to -

- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [20] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [21] 3.W.6.2a: Capitalization Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

## [22] "3.W.3.2: Write informative compositions on a variety of topics that –

- State the topic, develop a main idea for the introductory paragraph, and group related information together.
- · Develop the topic with facts and details.

- · Connect ideas within categories of information using words and phrases.
- Use text features (e.g., pictures, graphics) when useful to aid comprehension.
- · Provide a concluding statement or section."
- [23] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [24] 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

#### [25] "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [26] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- 3.RL.4.1: 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).
- [27] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- [28] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.
- 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- [29] 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

- 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.
- [30] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- [31] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [32] 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [33] 3.W.6.1a: Nouns/Pronouns Writing sentences using abstract nouns (e.g., hope, thought).

## [34] "3.W.4: Apply the writing process to -

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."

## [35] "3.W.6.2c: Spelling –

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- · Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [36] 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- [37] 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- [38] 3.W.6.1b: Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

## [39] "3.W.3.2: Write informative compositions on a variety of topics that -

- · State the topic, develop a main idea for the introductory paragraph, and group related information together.
- · Develop the topic with facts and details.
- Connect ideas within categories of information using words and phrases.
- Use text features (e.g., pictures, graphics) when useful to aid comprehension.
- · Provide a concluding statement or section."

[40] 3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

### [41] "3.W.6.2b: Punctuation –

- · Correctly using apostrophes to form contractions and singular and plural possessives.
- · Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."
- [42] 3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- [43] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [44] 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.
- [45] 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- [46] 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- [47] 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- [48] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- [49] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- [50] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [51] 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

answers.

## [52] "3.W.6.2b: Punctuation –

- · Correctly using apostrophes to form contractions and singular and plural possessives.
- Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."

## [53] "3.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction (e.g., situation, narrator, characters).
- · Include specific descriptive details and clear event sequences.
- · Include dialogue.
- · Connect ideas and events using introduction and transition words.
- · Provide an ending."

## [54] "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- · Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [55] 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- [56] 3.W.6.1a: Nouns/Pronouns Writing sentences using abstract nouns (e.g., hope, thought).

## [57] "3.W.4: Apply the writing process to -

- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [58] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [59] 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- [60] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

- [61] 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- 3.W.6.1e: Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- [62] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.
- 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- 3.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- "3.W.4: Apply the writing process to –
- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- "3.W.4: Apply the writing process to -
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [63] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

## "3.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."

## [64] "3.W.6.2b: Punctuation –

- · Correctly using apostrophes to form contractions and singular and plural possessives.
- Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."
- [65] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [66] 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- [67] 3.W.6.1b: Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

## [68] "3.W.3.1: Write persuasive compositions in a variety of forms that -

- · State the opinion in an introductory statement or section.
- Support the opinion with reasons in an organized way
- · Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section."

## [69] "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [70] 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

[71] 3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[72] "3.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [73] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [74] 3.RN.3.3: Distinguish one's own perspective from that of the author of the text.
- [75] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [76] 3.RL.2.1 :Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.
- 3.RL.4.2: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- [77] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- [78] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- [79] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

- 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- "3.W.4: Apply the writing process to –
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [80] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- "3.W.4: Apply the writing process to –
- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."

## [81] "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- · Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [82] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [83] 3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
- [84] 3.W.6.1b: Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
- [85] "3.W.3.2: Write informative compositions on a variety of topics that –
- State the topic, develop a main idea for the introductory paragraph, and group related information together.
- · Develop the topic with facts and details.

- · Connect ideas within categories of information using words and phrases.
- Use text features (e.g., pictures, graphics) when useful to aid comprehension.
- · Provide a concluding statement or section."
- [86] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- [87] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- [88] 3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

#### [89] 3.W.4

Apply the writing process to -

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use available technology to produce and publish legible documents.
- [90] 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.
- [91] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- [92] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.
- 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

[93] "3.W.4: Apply the writing process to –

- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [94] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- [95] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [96] 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.
- [97] 3.W.6.1b: Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

[98] "3.W.3.1: Write persuasive compositions in a variety of forms that –

- · State the opinion in an introductory statement or section.
- · Support the opinion with reasons in an organized way
- Connect opinion and reasons using words and phrases.
- · Provide a concluding statement or section."
- [99] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- [100] 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- [101] 3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

[102] 3.W.4: Apply the writing process to -

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use available technology to produce and publish legible documents.
- [103] 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- [104] 3.W.6.1e Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

- [105] 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order
- [106] 3.RV.3.3: Recognize the meanings of idioms in context.
- [107] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- [108] 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- 3.RN.3.3: Distinguish one's own perspective from that of the author of the text.
- 3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.
- [109] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- [110] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- [111] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.
- 3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.W.6.1e: Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- [112] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.RL.4.1: 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).
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- "3.W.4: Apply the writing process to –
- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- [113] 3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- [114] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- [115] 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- [116] 3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

[117] "3.W.3.2: Write informative compositions on a variety of topics that –

- State the topic, develop a main idea for the introductory paragraph, and group related information together.
- Develop the topic with facts and details.
- Connect ideas within categories of information using words and phrases.
- · Use text features (e.g., pictures, graphics) when useful to aid comprehension.
- Provide a concluding statement or section."
- [118] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- [119] 3.W.6.1e: Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[120] "3.W.4: Apply the writing process to –

Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage,

## punctuation).

- · Use technology to interact and collaborate with others to publish legible documents."
- [121] 2.W.6.1a Nouns/Pronouns Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

[122] "3.W.5: Conduct short research on a topic.

- Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
- · Locate information in reference texts, electronic resources, or through interviews.
- · Recognize that some sources may be more reliable than others.
- · Record relevant information in their own words.
- · Present the information, choosing from a variety of formats."
- [123] 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.RN.3.3: Distinguish one's own perspective from that of the author of the text.
- 3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.
- [124] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- [125] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- "3.W.3.1: Write persuasive compositions in a variety of forms that –
- State the opinion in an introductory statement or section.
- Support the opinion with reasons in an organized way
- Connect opinion and reasons using words and phrases.
- · Provide a concluding statement or section."

- "3.W.5: Conduct short research on a topic.
- Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
- · Locate information in reference texts, electronic resources, or through interviews.
- · Recognize that some sources may be more reliable than others.
- · Record relevant information in their own words.
- · Present the information, choosing from a variety of formats."
- [126] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.
- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- "3.W.3.1: Write persuasive compositions in a variety of forms that –
- · State the opinion in an introductory statement or section.
- Support the opinion with reasons in an organized way
- · Connect opinion and reasons using words and phrases.
- · Provide a concluding statement or section."
- "3.W.4: Apply the writing process to –
- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."
- "3.W.5: Conduct short research on a topic.
- · Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
- Locate information in reference texts, electronic resources, or through interviews.
- · Recognize that some sources may be more reliable than others.

- · Record relevant information in their own words.
- Present the information, choosing from a variety of formats."

[127] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding – ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

## "3.W.3.1: Write persuasive compositions in a variety of forms that –

- · State the opinion in an introductory statement or section.
- Support the opinion with reasons in an organized way
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section."

## "3.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- · Use technology to interact and collaborate with others to publish legible documents."

[128] 3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

[129] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

[130] 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

## [131] 2.W.6.2b Punctuation -

- Correctly using a period, question mark, or exclamation mark at the end of a sentence.
- Using an apostrophe to form contractions and singular possessive nouns.
- Using commas in greetings and closings of letters, dates, and to separate items in a series.

## [132] "3.W.4: Apply the writing process to -

Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

## [133] "3.W.6.2c: Spelling -

- · Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
- · Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."
- [134] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

#### [135] "3.W.6.2b: Punctuation -

- · Correctly using apostrophes to form contractions and singular and plural possessives.
- · Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."
- [136] 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- [137] 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.RN.3.3: Distinguish one's own perspective from that of the author of the text.
- [138] 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- [139] 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

- [140] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.
- 3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- [141] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.