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

Student Resources	Curriculum Map Helpful Hints
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.	<b>Curriculum Maps</b> - 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.
	<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.
	<b>Lessons -</b> daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).
2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text	Ed: Your Friend in Learning - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.
Vocabulary Cards - academic vocabulary for each	<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).
Cards (K-2 only) - develop early foundational skills	<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.
<b>J</b>	SPECIAL NOTES
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
format instruction cards with pictures and multiple spelling combinations.  Kindergarten Only - alphafriend cards/videos and	module.
alphabet cards.	
	<ul> <li>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.</li> <li>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. Consult your building principals for details.</li> <li>Student Choice Library, Read Aloud Books (K- 2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.</li> <li>Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.</li> <li>Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.</li> <li>Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.</li> <li>Sound/Spelling Cards (Grades 1-2 only) - large- format instruction cards with pictures and multiple spelling combinations.</li> </ul>

		MSD of Pike Townsh	nip Reading Curriculum Map - Grad	e 4	
Module 1	<b>Foundations</b>	Vocabulary	Reading	Language	
<b>Priority Standards</b> Critical ILEARN and IREAD-3 standards are <b>BOLDED</b> ; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.	4.RF.4.2 [1] 4.W.6.2c [6]	4.RV.2.4 [2] 4.RV.3.1 [7]	4.RL.4.2 [3]	4.W.6.1 e [4]	<b>4.W.3.3 [5]</b> 4.W.4 [8]
ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.		Critical ILEARN Standard: 4.RV. 2.1 [9]	Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.3, 4.RL.3.2 [10]	Critical ILEARN Standards: 4.W.6.2 b [11]	
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 the six major syllable (CVC, CVR, V, VV, Vce, Cle) to read unknown words. Pose and respond to specific questions to clarify. Use spelling patterns in writing single and multi- syllable words.	the meaning of unknown words. Use suffixes, prefixes, affixes, roots, known words, and word	Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text. Describe a character, setting, or event using details from the text. Describe a character, setting, or event and how it impacts the plot. Determine the point of view of a story. Distinguish between first- and third- person narrations. Identify the theme of a myth or legend and provide evidence. Paraphrase or retell the main events in a story. Compare and contrast the point of view from which different stories are narrated. Compare and contrast similar themes and topics in stories, myths, and traditional literature. Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures.	Write using coordinating and subordinating conjunctions.         Write using correct subject-verb agreement in sentences.         Use quotation marks and commas to mark direct speech.         Write declarative, interrogative, imperative, and exclamatory sentences.         Write using complete simple, compound, and complex sentences.	Apply the writing process. Write narrative compositions. <u>Write an introduction to help the reader imagine the world of my narrative.</u> <u>Organize events</u> using paragraphs and transitions. <u>Use dialogue</u> and descriptive details to develop events and characters(setting). <u>Use vocabulary with sensory details to give a clear picture of ideas and events.</u> <u>Write an ending to my story.</u>

		MSD of Pike Townsl	hip Reading Curriculum Map - Grad	le 4	
Module 1	Foundations	Vocabulary	Reading	Language	
<u>Topics</u>	Short/Long vowels for <i>o</i> , <i>e</i> , <i>i</i> Accuracy & self-correction Reading rate Expression	Context clues Prefixes: un-, in-, im-, re-, mis-, pre-, dis- Suffixes: -y, -ly	What Makes Us Who We Are! Informational text Fantasy Narrative poetry Realistic fiction Folktale	Parts of a sentence Kinds of sentences Quotations	Narrative writing (Personal) <b>Prompt:</b> All of our experiences help us grow and learn. Think about a time you learned a lesson from something that happened to you. Write a personal narrative about that time. Use descriptive language.
<u>Lesson</u> <u>Content</u>	Lessons 1-5 Decoding: short & long a Fluency: accuracy & self correction Lessons 6-10 Decoding: short & long e Fluency: reading rate Lessons 11-15 Decoding: short & long i Fluency: expression	Lessons 1-5 cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain Lessons 6-10 resolutions, doubts, relying, clumsy, awkward Lessons 11-15 cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard	Lessons 1-5 Central idea (main idea) Ask & answer questions Author's purpose Text & graphic features Figurative language (hyperbole, simile) Lessons 6-10 Monitor & clarify Author's purpose Point of view (1st person) Characters Lessons 11-15 Retell Literary elements Theme Author's craft	Lessons 1-5 Simple and compound subjects & predicates Subject-verb agreement Review proper nouns Lessons 6-10 Four kinds of sentences (declarative, interrogative, imperative; exclamatory) Identify kinds of sentences Review negatives Lessons 11-15 Quotations marks with direct speech Split quotations Quotation from texts Review kinds of sentences	Lessons 1-5 Focal text Vocabulary Prewriting: Choosing a topic Lessons 6-10 Narrative structure & elements of narrative Drafting: Beginning & concluding the draft Revising: Integrating grammar & punctuation Lessons 11-15 Conferring & peer proofreading Editing: Sentence sense & direct address Publishing and sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project Printables <b>Required:</b> Module Assessment (online)	Optional: Writer's Notebook Printables	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	August 17-21	Lessons 1-5	4.RF.5, 4.SL.2.2, 4.SL.2.3, 4.SL.2.4 [12]	Michael's Medley The Story of You Flora & Ulysses Yes, We are Latinos	Weekly Assessment
Week 2	August 24-28	Lessons 6-10	4.SL.1, 4.SL.2.1, 4.W.1 [13]	The Year of the Rat	Weekly Assessment
Week 3	August 31 - September 4	Lessons 11-15	4.SL.2.1 [14]	<i>Kitoto the Mighty</i> Writing Focal Text- <i>La Mariposa</i>	Weekly Assessment
Week 4	September 8-11 (4-day)	Remediation/Enrichment			Required Module Assessment

		MSD of Pike Town	nship Reading Curriculum Map - Grad	le 4	
Module 2	Foundations	<u>Vocabulary</u>	Reading	Language	Writing
Priority Standards Critical ILEARN and IREAD-3	4.RF.4.2		4.RN.3.1 [17]	4.W.6.1b [18]	4.W.3.2 [19]
standards are BOLDED; however, if the standard is not a	4.RF.4.6 [20]	4.RV.2.4 [21]	4.RV.3.3 [22]	4.W.6.1e [23]	4.W.4 [24]
priority for THIS module, it appears separate as it is a spiral or supplemental standard.	4.W.6.2c [25]	4.RV.3.1 [26]			4.W.5 [27]
ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.		Critical ILEARN Standards: 4. RV.2.1, 4.RV.3.2 [28]	Critical ILEARN Standards: 4.RL.2.3, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2, 4.RN.4.2 [29]	Critical ILEARN Standards: 4.W.6.2 b [30]	
	Use syllabication patterns to accurately read unfamiliar	Use context clues to determine the meaning of unknown words.	Describe a character, setting, or event and how it impacts the plot.	Write complete simple, compound, and complex sentences.	Conduct short research on a topic.
	multisyllabic words.	Determine the meanings of	Use details and examples from the text		Apply the writing process
	Use roots and affixes to accurately read unfamiliar	words and phrases in a nonfiction text.	to explain what a text says explicitly or when drawing inferences from the text.		Write informative compositions.
	multisyllabic words.	Use text features to determine the	Describe how events, ideas, concepts,	Write using a helping verb in its correct form.	Write an introduction with a clear main idea.
	Use spelling patterns in writing single and multi- syllabic words.	meaning of unknown words. Use suffixes, prefixes, affixes,	or information are structured in a nonfiction text.	Use quotation marks and commas to mark direct speech.	Write supporting paragraphs with topic and summary sentences.
Essential Skills: SWBAT (Students will be able to)	Use the six major syllable (CVC, CVR, V, VV, Vce, Cle) to read unknown words.	roots, known words, and word patterns to determine the meaning of words.	Determine the central (main) idea of a text and explain how it is supported by details.	Write using coordinating and subordinating conjunctions.	Write facts, specific details, examples from various sources and texts to support ideas and extend
UNDERLINED skills are assessed on the module		Determine meaning of figurative language (similes, metaphors, or	Identify various text features within a nonfiction text.		explanations.
assessment. Critical ILEARN and IREAD-3 skills are <b>BOL</b> DED.		hyperboles).	Use text features to gather information and understanding of a nonfiction text.		Connect ideas using words and phrases.
			Explain how key details support the main idea in a nonfiction text.		Include text features and multimedia when useful.
			Summarize a nonfiction text.		Use appropriate language for my audience and topic.
			Combine information from two texts on the same topic to demonstrate knowledge about the subject.		Write a conclusion.
			Explain the meaning of proverbs, adages, and idioms in context.		
	Short and long o Syllable division patterns: VCCV.VCV, VV	Multiple meaning words Context clues Latin root lumin	Come to Your Senses! Informational text Infographic	Fragments & run-on sentences Proper nouns Verbs	Informational writing Writing process
<u>Topics</u>	Homophones Vowel sounds /u/, /yoo/, /oo/	Suffixes: -ness, -ment, -y, -ly	Informational video Personal narrative Historical fiction		<b>Prompt:</b> Amazing creatures live int his world. Think about an animal that you think is amazing. Write a description
	Accuracy & self-correction Reading rate Expression				about an animal. Use facts and details to show why that animal is amazing.

		MSD of Pike Tow	nship Reading Curriculum Map - Grad	de 4	
Module 2	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson</u> Content	Lessons 1-5 Decoding: short and long o Fluency: accuracy and self correction Lessons 6-10 Decoding: syllable division Fluency reading rate Lessons 11-15 Decoding: vowel sounds /u/, /yoo/, /oo/ Fluency: expression	Lessons 1-5 luminous, transparent, reflect, illuminates, judge Lessons 6-10 relish, familiar, savor, enhance, accepted, obstacles, command, denying,adapt, comfort Lessons 11-15 absurd, taunt, forfeit, despised, ferocious, elaborately, coveted	Lessons 1-5         Summarize         Text and graphic features         Text structures         Content area words         Lessons 6-10         Ask and answer questions         Media techniques         Figurative language         Text structure         Lessons 11-15         Visualize         Plot         Figurative language         Author's craft	Lessons 1-5 Sentence fragments & run-on sentences Writing complete sentences Review quotations Lessons 6-10 Capitalize of historical events and documents Capitalize titles Capitalize titles Capitalize languages, names and nationalities Review parts of a sentence Lessons 11-15 Action Verbs Main verbs and helping verbs Linking verbs Review fragments & run-on sentences	Lessons 1-5 Focal text, vocabulary Preparing to write & choosing a topic Identifying details Lessons 6-10 Beginning the draft Revision: integrating descriptive language Integrating grammar & punctuation Conferencing Lessons 11-15 Revision: Adding descriptive details Editing: mechanics, spelling, peer proofreading 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 Required: Module Assessment (online)	Optional: Writer's Notebook Printables	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	September 14-18	Lessons 1-5	4.SL.1, 4.SL.2.1 [31]	The Man Who Climbed Everest What are the Five Senses The Science Behind Sight	Weekly Assessment
Week 2	September 21-25	Lessons 6-10	4.ML.1, 4.SL.1, 4.SL.2.1, 4.SL.3.1, [32]	Animal Senses Blind Ambition	Weekly Assessment
Week 3	September 28 - October 2	Lessons 11-15	4.SL.2.1, 4.SL.4.2 [33]	The Game of Silence Writing Focal Text- Apex Predators	Weekly Assessment
Week 4	October 5-9	Remediation/Enrichment			Required Module Assessment

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
	4.RF.4.6 [34]	4.RV.2.2 [35]	4.RL.3.1 [36]	4.W.6.1b [37]	4.W.3.1 [38]
Priority Standards Critical ILEARN and IREAD-3	4.W.6.2c [39]	4.RV.2.4 [40]	4.RL.4.2 [41]	4.W.6.1e [42]	4.W.4 [43]
standards are <b>BOLDED</b> ; however, if the standard is not a priority for		4.RV.3.1 [44]			4.W.5 [45]
THIS module, it appears separate as it is a spiral or supplemental standard.			Critical ILEARN Standard: 4.RL.2.1,	Critical ILEARN Standards: 4.W.	
ITALICIZED standards indicate that		4.RV.3.2 [46]	4.RL.2.2, 4.RL.2.3, 4.RL.3.2 [47]	6.2b [48]	
this is the last time assessed and, therefore, mastery is expected.					
	Use syllabication patterns to	Use context clues to determine the	Describe a character, setting, or	Use a comma before a	Conduct short research on a topic.
	accurately read unfamiliar multisyllabic words.	meaning of unknown words.	event using details from the text.	coordinating conjunction in a compound sentence.	Apply the writing process.
	Use roots and affixes to accurately read unfamiliar	Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.	Describe how a character, setting, or event affects the plot.	Write complete simple, compound, and complex sentences.	Write persuasive compositions.
	multisyllabic words.		Determine the point of view of a		Write to support an opinion with facts
	Uses spelling patterns in writing	Determine meaning of figurative language (similes, metaphors, or	story.	Write using verbs in their correct tense.	and details from various sources, including texts.
	single and multi-syllable words.	hyperboles).	Distinguish between first- and third- person narrations.	Write using a helping verb in its	Clearly state an opinion to a
		Explain the meanings of proverbs,		correct form.	particular audience.
		adages, and idioms in context.	Use details and examples in text when explaining what the text says	Write using coordinating and	Connect opinions and reasons using
		Identify synonyms, antonyms, homographs, and homonyms.	explicitly or when drawing inferences from text.	subordinating conjunctions.	words and phrases.
Feeential Skiller SM/DAT					Use an organizational structure to
Essential Skills: SWBAT (Students will be able to)		Define multiple-meaning words. Determine the meanings of words	Paraphrase or <u>retell the main</u> events.		group related ideas that support the purpose, including an introduction, body, and conclusion.
UNDERLINED skills are assessed on the module assessment.		and phrases in a nonfiction text.	Identify the theme of a text and provide evidence for interpretation of		Write a conclusion.
Critical ILEARN and IREAD-3 skills are <b>BOL</b> DED.			the theme. Compare and contrast the point of		Identify my audience and how to best persuade them in my writing.
			view from which different stories are narrated.		
			Explain major differences between poems, plays, and prose, and refer to		
			the structural elements of poems and drama.		
			Compare and contrast similar themes and topics in stories, myths, and		
			traditional literature.		
			Compare and contrast patterns of events in stories, myths, and		
			traditional literature from different cultures.		

		MSD of Pike Towns	hip Reading Curriculum Map - Grade	9 4	
Module 3	Foundations	<u>Vocabulary</u>	Reading	Language	Writing
Topics	Vowel sounds oo Vowel sounds /ou/, /o/ Vowel + /r/ sounds /ar/, /ir/ Phrasing Intonation Reading rate	Synonyms and antonyms Multiple meaning words Suffixes: -ful, -ous, -less Latin Roots: vis, aud, spec Prefixes: over-, under-	Rise to the Occasion! Argumentative text Historical fiction Narrative nonfiction/Personal narrative Play Autobiographical fiction	Verb tenses Progressive verb tenses Compound & complex sentences	Argument writing Writing process <b>Prompt:</b> Friends can work together to overcome challenges. Think about a time when you and a friend overcame a challenge together. Why is it important to to be able to rely on friends when faced with a challenge?
<u>Lesson</u> Content	Lessons 1-5 Decoding: vowel sounds short and long oo Fluency: phrasing Lessons 6-10 Decoding: vowel sounds ou and o Fluency: Intonation Lessons 11-15 Decoding: vowel + r sounds /ar, /ir/ Fluency: reading rate	Lessons 1-5 confront, dauntless, endurance, dedication Lessons 6-10 surge, perish, debris, adoringly, capable, spectators, disbelief Lessons 11-15 burst, opportunities, immigration, refugees, amazing	Lessons 1-5 Identify claim Synthesize Author's craft Plot Theme Lessons 6-10 Visualize Point of view Elements of drama Idioms, adages, proverbs Lessons 11-15 Make and confirm predictions Literary elements Point of view Author's craft	Lessons 1-5 Past, present, & future tenses Helping verbs and past participles Consistent verb tense usage Review verbs Lessons 6-10 Present progressive verb tense Past progressive verb tense Future progressive verb tense Review verb tenses Lessons 11-15 Compound sentences Complex sentences Commas in compound sentences Review possessive nouns	Lessons 1-5         Focal text         Vocabulary         Prewriting: Preparing to write &         choosing support         Drafting: Beginning the draft         Lessons 6-10         Drafting: Integrating persuasive         language; completing the draft         Revising: Punctuation for effect; adding         strong support         Conferring         Lessons 11-15         Revising: Using transitions         Editing: Mechanics and spelling; peer         proofreading         Publishing and 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 Required: Module Assessment (online)	Optional: Writer's Notebook Printables	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	October 12-16	Lessons 1 - 5	4.RN.4.1, 4.SL.1, 4.SL.2.1, 4.RV.2.2, 4.SL.2.4 [49]	Never Give Up Rent Party Jazz	Weekly Assessment
Week 2	October 26-30	Lessons 6 - 10	4.RF.1, 4.RF.5, 4.RN.3.3, 4.RV.1, 4. RV.2.2, 4.SL.2.1, 4.W.1 [50]	The Galveston Hurricane of 1900 Catch Me if You Can	Weekly Assessment
Week 3	November 2-6	Lessons 11-15	4.RF.5, 4.SL.2.4, 4.SL.4.1, 4.SL.4.2 [51]	My Diary from Here to There Writing Focal Text- Kite Fighters	Weekly Assessment
Week 4	November 9-13	Remediation/Enrichment			Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 4							
Module 4	<b>Foundations</b>	<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. <i>ITALICIZED</i> standards indicate that this is the last	4.RF.4.6 [52] 4.W.6.2c [57]	4.RV.2.2 [53] 4.RV.2.4 [58] 4.RV.3.1 [61] Critical ILEARN Standards: 4.RV. 3.2 [62]	4.RN.2.3 Critical ILEARN Standards: 4.RL.2.1, 4.	4.W.6.1a [55]	4.W.3.3 [56] 4.W.4 [60]			
time assessed and, therefore, mastery is expected.								

	MSD of Pike Township Reading Curriculum Map - Grade 4						
Module 4	<b>Foundations</b>	<u>Vocabulary</u>	Reading	Language	Writing		
Essential Skills: SWBAT (Students will be able to) <u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD- 3 skills are BOLDED.	Use syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words. Use spelling patterns in writing single and multi-syllable words.	meaning of unknown words. Identify synonyms, antonyms,	Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text. Determine the main idea & supporting details Identify the theme and provide evidence from the text for interpretation. Paraphrase or retell the main events. Determine the point of view of a story. Distinguish between first- and third- person narrations. Describe how events, ideas, concepts, or information are structured in a nonfiction text. Explain how key details support the main idea in a nonfiction text. Summarize the text. Explain relationships between events, procedures, ideas, or concepts based on specific information in nonfiction text. Combine information from two texts on the same topic to demonstrate knowledge about the subject. Compare and contrast the point of view from which different stories are narrated.	Use apostrophes to form possessives and contractions. Tell the difference between a relative and reflexive pronoun. Differentiate between nouns & pronouns and explain their functions in sentences.	Apply the writing process. Write narrative compositions. Write an introduction to help the reader imagine the world of my narrative. Organize events using paragraphs and transitions. Use dialogue and descriptive details to develop events and characters(setting). Use vocabulary with sensory details to give a clear picture of ideas and events. Write an ending to my story.		
Topics	More Vowel + /r/ Sounds /ur/, /or/ Regular and irregular plurals Recognize root woods Phrasing Intonation Reading rate	Homographs and homophones Synonyms and antonyms Prefixes sub-, fore- Suffixes -able, -ible, -en, -ic	Heroic Feat! Informational text Fairy tale Narrative nonfiction Myth/Play	Pronouns Frequently confused words Possessive nouns	Narrative writing Writing process <b>Prompt:</b> It takes courage to make a difference. Think about someone you know who has made a difference.Write a story about how that person made a difference.		

	MSD of Pike Township Reading Curriculum Map - Grade 4						
Module 4	Foundations	Vocabulary	Reading	Language	Writing		
<u>Lesson</u> <u>Content</u>	Lessons 1-5 Decoding: more vowel + /r/ sounds /ûr/, /ôr/ Fluency: phrasing Lessons 6-10 Decoding: regular and irregular plurals Fluency: intonation Lessons 11-15 Decoding: recognize root words Fluency: reading rate	Lessons 1-5 elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked Lessons 6-10 timid, strenuous, devised, distress, odyssey, destiny, morta Lessons 11-15 surrendered, rebellion, furious, tyrant, occasionally, secure	Lessons 1-5 Text and graphic features Visualize Point of view Theme Lessons 6-10 Synthesize Text structure Ask and answer questions Elements of drama Figurative language Lessons 11-15 Make inferences Central (Main) idea Text structure Author's purpose	Lessons 1-5 Subject & object pronouns Reflexive & demonstrative pronouns Pronoun-antecendent agreement Review compound & complex sentences Lessons 6-10 Frequently confused words ( <i>too,</i> <i>two, to;</i> <i>there, they're, their; its, it's</i> ) Review Progressive Verb Tenses Lessons 11-15 Possessive pronouns Possessive pronouns Using possessive pronouns Review frequently confused words	Lessons 1-5 Focal text, vocabulary Prewriting: Preparing to write, features of a narrative, plotting events Lessons 6-10 Drafting: Beginning, integrating narrative elements, completing the draft Revising: Integrating grammar & punctuation & conferring Lessons 11-15 Revision: Adding Transitions Editing: Mechanics & spelling, peer proofreading Publishing and 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 Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)		
Paci	ing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	November 16-20	Lessons 1-5	4.RN.3.1, 4.RV.2.1, 4.SL.1, 4.SL.2.1, 4.SL. 2.4, 4.W.1, 4.W.6.1e [65]	Who's My Hero? Prince Charming Misplaces His Bride			
Week 2	November 30 - December 4	Lessons 6-10	4.RL.3.1, 4.RV.1, 4.RV.2.1, 4,W.6.1b [66]	Smokejumpers to the Rescue! Perseus and the Fall of Medusa	Weekly Assessment		
Week 3	December 7-11	Lessons 11-15	4.RF.5, 4.SL.1, 4.SL.2.1 [67]	The Battle of the Alamo Writing Focal Text- Love Will See You Through	Weekly Assessment		
Week 4	December 14-17 (4-day)	Remediation/Enrichment			Required Module Assessment		

	MSD of Pike Township Reading Curriculum Map - Grade 4							
Module 5	Foundations	Vocabulary	Reading	Language	Writing			
Drievity Stendarde	4.RF.4.6 [68] 4.W.6.2c [73]	4.RV.2.2 [69] 4.RV.2.4 [74] 4.RV.3.1 [77] Critical ILEARN Standard: 4.RV. 2.1, 4.RV.3.2 [80]	4.RL.3.1 [70] 4.RN.3.1 [75] 4.RN.4.1 [78] Critical ILEARN Standards: 4.RL. 2.1, 4.RL.2.2, 4.RN.2.1, 4.RN.2.2, 4. RN.3.2, 4.RN.4.2 [81]	4.W.6.1b [71]	<b>4.W.3.2 [72]</b> 4.W.4 [76] 4.W.5 [79]			

		MSD of Pike Township Re	eading Curriculum Map - Grade 4		
Module 5	Foundations	Vocabulary	Reading	Language	Writing
Essential Skills: SWBAT (Students will be able to) <u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are <b>BOL</b> DED.	Using spelling patterns in writing single and multi- syllable words. Use syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words.	Use context clues to determine the meaning of unknown words. Determine the meanings of words and phrases in a nonfiction text. Identify synonyms, antonyms, homographs, and homonyms. Define multiple-meaning words. Use suffixes, prefixes, affixes, roots. known words, and word patterns to determine the meaning of words. Determine how figurative language provides meaning in a work of literature. (similes, metaphors, or hyperboles). Use text features to determine the meaning of unknown words.	Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text. Identify the theme and provide evidence from the text for interpretation. Determine the main idea and key details of a nonfiction text. Explain how key details support the main idea in a nonfiction text. Describe how events, ideas, concepts, or information are structured in a nonfiction text. Use text features to gather information and understanding of a nonfiction text. Paraphrase or retell the main events. Combine information from two texts on the same topic to demonstrate knowledge about the subject. Distinguish between fact & opinion. Explain how an author uses reasons & evidence to support a claim. Explain the differences between poems, plays, and prose. Refer to the structural elements of a poem when describing each type of literature.	Write using verbs in their correct tense. Write using a helping verb in its correct form.	Conduct short research on a topic. Apply the writing process. Write informative compositions. <u>Write an introduction with a clear</u> main idea. <u>Write supporting paragraphs</u> with topic and summary sentences. <u>Write facts, specific details, examples from various sources</u> and texts to support ideas and extend explanations. <u>Connect ideas using words and</u> phrases. Include text features and multimedia when useful. <u>Use appropriate language for my</u> audience and topic. Write a conclusion.
Topics	Recognize root words Final long e Reading rate Phrasing Expression	Shades of meaning Homographs and homophones Suffixes -ity, -ty, -er, -or, -ist Prefixes un-, in-	Art Everywhere! Argumentative text Biography Video Informational text Poetry	Modal auxiliaries Participles Irregular verbs	Informational writing Writing process <b>Prompt:</b> People are extraordinary. Think about an artist you know. Write an expository essay about that artisti. Use facts and details to show how that artist is talented.

		MSD of Pike Township	Reading Curriculum Map - Grade 4		
Module 5	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson</u> <u>Content</u>	Lessons 1-5 Decoding: recognize root words Fluency: reading rate Lessons 6-10 Decoding: final long e Fluency: phrasing Lessons 11-15 Decoding: recognize root words Fluency: expression	Lessons 1-5 dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled Lessons 6-10 curator, foreground, background, rhythmic, distinctive, highlight, horizontal Lessons 11-15 necessary, unsurpassed, stir, extraordinarily, cruising, plunges	Lessons 1-5 Ideas and support Ask and answer questions Text structure Figurative language Lessons 6-10 Monitor and clarify Central idea Text structure Text and graphic features Lessons 11-15 Visualize Elements of poetry Figurative language Theme	Lessons 1-5 Modal auxiliaries:may, might, can,could Would, should & must Using modal auxilaries Review pronouns Lessons 6-10 Present participles Past participles Participial phrases Review pronouns Lessons 11-15 Irregular verbs, The verb <i>be</i> Helping verbs Review punctuation	Lessons 1-5 Focal text, vocabulary Prewriting: crafting a central idea & organizing ideas Lessons 6-10 Drafting: integrating expository features Revising: connecting ideas; conferring Lessons 11-15 Revising: combining sentences Editing: Mechanics & spelling; peer proofreading Publishing and 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 Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Paci	ng Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	January 4-8	Lessons 1-5	4.RV.3.3, 4.SL.2.4, 4.SL.1, 4.SL.2.1, 4.W.1 [82] 4.ML.1, 4.RF.1, 4.RF.5, 4.RV.1, 4.RV.	Why Art Centers Matter The Beatles Were Fab (and They Were Funny)	Weekly Assessment
Week 2	January 11-15	Lessons 6-10	2.5, 4.RV.3.2, 4.SL.2.1, 4.SL.2.2, 4. SL.2.3, 4.SL.2.4, 4.SL.2.5, 4.SL.4.2 [83]	How Can Photos Take Us Back in Time? Let's Dance Around the World	Weekly Assessment
Week 3	January 19-22 (4-day)	Lessons 11-15	4.RF.5, 4.RL.3.1, 4.SL.1, 4.SL.2.1, 4. SL.2.4 [84]	The Art of Poetry Writing Focal Text- Mr. Ferris and His Wheel	Weekly Assessment
Week 4	January 25-29	Remediation/Enrichment			Required Module Assessment

		MSD of Pike Townshi	p Reading Curriculum Map - Grade 4		
Module 6	Foundations	Vocabulary	Reading	Language	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.	4.RF.4.6 [85] 4.W.6.2.c [90]	4.RV.2.4 [86] <i>4.RV.2.5 [91]</i> 4.RV.3.1 [95] Critical ILEARN Standard: 4.RV.2.1 <i>4.RV.3.2 [97]</i>	4.RL.3.1 [87] 4.RN.4.1 [92] Critical ILEARN Standards: 4.RL.2.3, 4. RN.2.1, 4.RN.2.2, 4.RN.3.2 [98]	4.W.6.1c [88] <i>4.W.6.1d [93]</i>	<b>4.W.3.2 [89]</b> 4.W.4 [94] 4.W.5 [96]
Essential Skills: SWBAT (Students will be able to) <u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are <b>BOL</b> DED.	Use syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words. Use spelling patterns in writing single and multi-syllable words.	Determine the meanings of words and phrases in a nonfiction text. Use context clues to determine the meaning of unknown words. Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words Determine how words and phrases (eg. figurative language - similes, metaphors & hyperboles) provide meaning.	Describe a character, setting, or event and how it impacts the plot.         Use details and examples in text when explaining what the text says explicitly or when drawing inferences from text.         Explain how key details support the main idea in a nonfiction text.         Describe how events, ideas, concepts, or information are structured in a nonfiction text.         Explain how an author uses reasons & evidence to support a claim.         Refer to the structural elements of a poem or drama when describing each type of literature.         Use text features to gather information and understanding of a nonfiction text.         Explain major differences between poems, plays & prose.         Distinguish between facts and opinions in a nonfiction text.	Explain the functions of <u>adverbs and adjectives</u> in a sentence. <u>Write sentences that include</u> <u>prepositions</u> , explaining their functions in the sentence. Write sentences <u>using relative</u> <u>adverbs (e.g., where, when)</u> and explain their functions in the sentence	Conduct short research on a topic. Apply the writing process Write informative compositions in the form of a formal letter. Provide an introductory paragraph with a clear main idea. Provide facts, descriptive details, and examples from various sources about what I know and what I want to learn. Use language and vocabulary appropriate for audience and topic. Provide a concluding statement or section. Revise writing to add descriptive language to clarify text.

		MSD of Pike Townsl	hip Reading Curriculum Map - Grade 4		
Module 6	Foundations	<u>Vocabulary</u>	Reading	Language	Writing
Topics	Words with /k/, /ng/ & /kw/ Words with final /j/ & /s/ Prefixes re-, un-, & dis- Accuracy & self-correction Reading rate Intonation	Greek Roots: auto, bio, photo & graph Suffixes: -ness & -ment Prefixes: inter- Reference sources Shades of meaning	Marvels of Nature! Informational text Poetry Literary nonfiction	Adjectives Adverbs Prepositions & prepositional phrases	Informational correspondence writing (Letter) Writing process <b>Prompt:</b> Think about a natural wonder you are interested in. Write a letter to an expert in that field asking for more information. Use formal language and share some knowledge you have about the topic.
<u>Lesson</u> <u>Content</u>	Lessons 1-5 Decoding: words with /k/, /ng/, and /kw/ Spelling: words with /k/, /ng/, and /kw/ Fluency: accuracy and self-correction Lessons 6-10 Decoding: words with final /j/ and /s/ Spelling: words with final /j/ and /s/ Fluency: reading rate Lessons 11-15 Decoding: prefixes re-, un-, dis- in multisyllabic words Spelling: prefixes re-, un-, dis- Fluency: intonation	Lessons 1-5 trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous Lessons 6-10 eternal, organic, intriguing, diverse, idle, core, fathom, wrath, collision Lessons 11-15 shatter, sentries, chasm, glistens, embedded, eroding	Lessons 1-5 Text and graphic features Synthesize Central (Main) idea Text structure Lessons 6-10 Ask and answer questions Text structure Author's craft Elements of poetry Lessons 11-15 Make inferences Ideas and support Simile and metaphor Author's craft	Lessons 1-5 Adjectives, ordering adjectives Review: modal auxiliaries Lessons 6-10 Adverbs; adverbs of frequency & intensity Adverbs in different parts of sentences Review: participles Lessons 11-15 Prepositions, prepositional phrases & using prepositional phrases to provide details Review: sentence fragments and run-ons	Lessons 1-5 Focal text; vocabulary Prewriting: types of correspondence; choosing a topic Beginning the draft Lessons 6-10 Drafting: Integrating elements of the genre; completing the draft Lessons 11-15 Revising: integrating grammar Editing: proofreading for mechanics; peer proofreading 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 Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Pacir	ng Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	February 1-5	Lessons 1-5	4.RN.3.1, 4.RV.2.5, 4.W.1, 4.W.6.1b [99]	Seven Natural Wonders Mariana Trench	Weekly Assessment
Week 2	February 8-12	Lessons 6-10	4.W.4.a, 4.W.6.1b [100]	Weird and Wondrous Rocks Nature Wonders	Weekly Assessment
Week 3	February 16-19 (4-day)	Lessons 11-15	4.RN.4.2, 4.SL.1, 4.SL.2.4, 4.SL.3.2, 4.SL. 4.1, 4.W.6.1.e [101]	Grand Canyon: A Trail Through Time Writing Focal Text- Coral	Weekly Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 4								
Module 6         Foundations         Vocabulary         Reading         Language         Writing									
Week 4	February 22-26	Remediation/Enrichment			Required Module Assessment				

		MSD of Pike Township	p Reading Curriculum Map - Grade 4		
Module 7	Foundations	Vocabulary	Reading	Language	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.	4.RF.4.6[107]	4.RV.2.2 [103] 4.RV.2.4 [108] 4.RV.3.1 [113] 4.RV.3.3 [116] Critical ILEARN Standard: 4.RV. 2.1 [117]	4.RN.2.1 [104] 4.RN.2.2 [109] 4.RL.4.2 [114] Critical ILEARN Standards: 4.RL.2.1, 4. <i>RL.2.2, 4.RL.2.3 [118]</i>	4.W.6.1a [105] <i>4.W.6.1 b c [110]</i> 4.W.6.1e [115]	<b>4.W.3.3 [106]</b> 4.W.4 [111]
Essential Skills: SWBAT (Students will be able to) <u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.	Read words with the Use six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words. Use syllabication patterns to accurately read unfamiliar multisyllabic words Use roots and affixes to accurately read unfamiliar multisyllabic words. Using spelling patterns in writing single and multi-syllable words.	Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words. Determine how figurative language provides meaning in a work of literature. Explain the meaning of proverbs, adages & idioms in context. Use context clues to determine the meaning of unknown words.	Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text. Paraphrase or retell main events. Describe characters, settings, and events and how they impact the plot. Identify the theme of a text and provide evidence for interpretation of the theme. Determine the main idea and key details of a nonfiction text. Explain how key details support the main idea in a nonfiction text. Summarize a nonfiction text. Compare and contrast similar themes and topics in stories, myths, and traditional literature. Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures.		Apply the writing process. Write imaginative narrative compositions. Write an introduction to help the reader imagine the world of my narrative. Organize events using paragraphs and transitions. Use dialogue and descriptive details to develop events and characters. Use vocabulary with sensory details to give a clear picture of ideas and events. Write an ending to my story.
Topics	Suffixes: -ful, -less, -ness & -ment Multisyllabic words with VCCV syllable division Words with VCV syllable division Accuracy & self-correction Expression Reading rate	Suffixes: -ion, -ity & -ty Prefixes: mis-, pre- & dis- Analogies Reference sources	Tricksters and Tall Tales! Informational text Tall tale Folktale Fable/Trickster tale Legend and video	Relative pronouns & adverbs Abbreviations Comparative & superlative adjectives & adverbs	Narrative writing (Imaginative) Writing process <b>Prompt:</b> Imaginative stories and traditional tales can explain why things are the way they are. Think about an interesting natural occurrence or animal. Write an imaginative story that explains how that thing came to be. Tell the story in order and use descriptive words or phrases.

		MSD of Pike Townshi	p Reading Curriculum Map - Grade 4		
Module 7	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson</u> <u>Content</u>	Lessons 1-5 Decoding: suffixes -ful, -less, -ness, -ment Fluency: accuracy and self- correction Lessons 6-10 Decoding: multisyllabic words with VCCV syllable division pattern Fluency: expression Lessons 11-15 Decoding: words with VCV syllable division pattern Fluency: reading rate	Lessons 1-5 recall, vividly, accentuated, partial, splendor, resourceful, disposition Lessons 6-10 thrifty, generous, character, fascinated, succulent, clamped Lessons 11-15 gratitude, withered, scorching, reckless, assumed, prosper	Lessons 1-5         Central (Main) idea         Retell         Figurative language         Characters         Adages and proverbs         Lessons 6-10         Make and confirm predictions         Theme         Figurative language         Character         Lessons 11-15         Synthesize         Text and graphic features         Media techniques         Literary elements	Lessons 1-5 Clauses Relative pronouns Relative adverbs Review prepositions & phrases Lessons 6-10 Abbreviations: people & places, mailing addresses, time & measurement Review irregular verbs Lessons 11-15 Comparative & superlative adjectives Comparative & superlative adverbs Review abbreviations	Lessons 1-5         Focal Text; vocabulary         Prewriting: types of imaginative         literature & plotting events         Lessons 6-10         Drafting: integrating narrative         elements; concluding the draft,         organizing events         Conferencing         Lessons 11-15         Descriptive language         Integrating strong verbs         Peer proofreading         Publishing and 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 Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Р	acing Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	March 1-5	Lessons 1-5	4.RF.5, 4.RV.3.1, 4.SL.2.1, 4.SL.2.3, 4. SL.2.4, 4.W.1 [119]	A Tale of Traditional Tales Thunder Rose	Weekly Assessment
Week 2	March 8-12	Lessons 6-10	4.RF.5, 4.RV.3.1, 4.SL.4.1 [120]	In the Days of King Adobe A Pair of Tricksters	Weekly Assessment
Week 3 Week 4	March 15-19 March 22-26	Lessons 11-15 Remediation/Enrichment	4.RF.1, 4.RL.4.1, 4.RV.1, 4.RV.2.5 [121]	Ten Suns: A Chinese Legend Writing Focal Text- The Luck of the Loch Ness Monster	Weekly Assessment Required Module Assessment

		MSD of Pike Townsh	ip Reading Curriculum Map - Grad	e 4	
Module 8	<b>Foundations</b>	<u>Vocabulary</u>	Reading	Language	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. <i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	4.RF.4.6 [122] 4.W.6.2c [127]	4.RV.2.4 [123] 4.RV.3.3 [128] Critical ILEARN Standards: 4. RV.2.1 [134]	4.RL.4.1 [124] 4.RN.3.1 [129] 4.RN.4.1 [131] 4.ML.2.1 [133] Critical ILEARN Standards: 4.RL. 2.1, 4.RL.3.2, 4.RN.2.1, 4.RN.2.2, 4. RN.4.2 [135]	4.W.6.1 e [125] Critical ILEARN Standards: 4.W.6.2 b [136]	<b>4.W.3.1 [126]</b> 4.W.4 [130] 4.W.5 [132]
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 syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words. Use spelling patterns in writing single and multi-syllable words.	Apply context clues to determine the meaning of unknown words. Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words. Explain the meaning of proverbs, adages & idioms in context.	Compare & contrast point of view. Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text. Determine the main idea and key details of a nonfiction text. Explain how key details support the main idea in a nonfiction text. Apply knowledge of text features to locate information & gain meaning. Explain how an author uses reasons & evidence to support a claim. Describe how visual & multimedia presentations & representations can enhance meaning. Summarize texts. Combine information from two texts on the same topic. Demonstrate my understanding of a topic by combining information from two texts. Distinguish between fact & opinion.	and complex sentences.	Apply the writing process. Conduct short research on a topic. Write persuasive compositions. Write to support an opinion with facts and details from various sources, including texts. Clearly state an opinion to a particular audience. Connect opinions and reasons using words and phrases. Use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. Write a conclusion.

		MSD of Pike Townsh	ip Reading Curriculum Map - Grac	le 4	
Module 8	Foundations	<u>Vocabulary</u>	Reading	Language	Writing
Topics	VCCV & VCV syllable division patterns Words with VCCCV syllable division pattern Phrasing Intonation Accuracy & self correction	Latin Roots: port & dict Prefixes: sub- & fore- Greek Roots: meter, therm, phon & tele Context clues Analogies	Food for Thought! Informational text Informational/Argumentative text Video Realistic fiction	Negatives Punctuation Commas	Argument writing Writing process <b>Prompt:</b> We should all try something new. Think of a food people may not like. Write an opinion essay about why people should try that food.
<u>Lesson</u> Content	Lesson 1-5 Decoding: VCCV and VCV syllable division patterns Fluency: phrasing Lessons 6-10 Decoding: words with the VCCV syllable division pattern Fluency: intonation Lessons 11-15 Decoding: words with VCCCV syllable division pattern Fluency: accuracy and self- correction	Lessons 1-5 assess, disposable, convenient, transported, hydrated, impact, intensive Lessons 6-10 adventurous, unique, pests, edible, attitudes, forbidden Lessons 11-15 react, astounded, luscious, culinary, offense, crestfallen, opted	Lessons 1-5 Text and graphic features Monitor and clarify Author's purpose Ideas and support Lessons 6-10 Ask and answer questions Media techniques Central (Main) idea Ideas and support Lessons 11-15 Make and confirm predictions Text and graphic features Idioms Point of view	Lessons 1-5 Contractions with not Using negatives Avoiding double negatives Review relative pronouns & adverbs Lessons 6-10 End of sentence punctuation Capital letters & punctuation in quotations Punctuation for effect Review adjectives Lessons 11-15 Commas with direct speech & names Commas in compound sentences Comparative/superlative adjectives & adverbs	Lessons 1-5 Focal Text; vocabulary Prewriting:establishing an opinic organizing reasons Lessons 6-10 Drafting: integrating persuasive elements; Concluding the draft Revising: combining sentences Conferring Lessons 11-15 Connecting ideas Proofreading for mechanics Peer proofreading Publishing and sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project <b>Required:</b> Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Paci	ing Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	April 5-9	Lessons 1-5	4.RF.5, 4.RV.1, 4.SL.1, 4.SL.2.1, 4. SL.2.4, 4.W.6.1a, 4.W.6.1.c [137]	To Your Health! Eco Friendly Food	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	4.ML.1, 4.RF.1, 4.SL.2.1, 4.SL.2.2, 4. W.6.1.c [138]	Kids Rock Nutrition in the Kitchen Bug Bites	Weekly Assessment
Week 3	April 19-23	Lessons 11-15	4.RF.5, 4.RL.4.2, 4.RV.2.2, 4.SL.1, 4. SL.2.1, 4.W.1, 4.W.6.1c [139]	Now You're Cooking! Writing Focal Text- It's Disgusting and We Ate it!	Weekly Assessment
Week 4	April 26-30	Remediation/Enrichment			Required Module Assessmen

		MSD of Pike Townshi	p Reading Curriculum Map - Grade 4		
Module 9	Foundations	Vocabulary	Reading	Language	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.	4.RF.4.2 [140] 4.RF.4.6 [145] 4.W.6.2c [150]	4.RV.2.2 [141] 4.RV.2.4 [146] 4.RV.3.1 [151] 4.RV.3.3 [154]	4. <i>RN</i> .2.3 [142] 4. <i>RN</i> .3.1 [147] 4. <i>RN</i> .3.2 [152] Critical ILEARN Standards: 4. <i>RL</i> .2.1 4. <i>RL</i> .2.2, 4. <i>RN</i> .2.1, 4. <i>RN</i> .2.2, 4. <i>RN</i> .4.2 [155]	4.W.6.1a [143] 4.W.6.1 e [148] Critical ILEARN Standards: 4.W. 6.2b [156]	<b>4.W.3.2 [144]</b> 4.W.4 [149] 4.W.5 [153]
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 the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words. Use syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words. Using spelling patterns in writing single and multi- syllable words.	Identify synonyms, antonyms, homographs, and homonyms. Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words. Determine how imagery, symbolism, and figurative language provide meaning in a work of literature Analyze the meanings of proverbs, adages, and idioms in context	Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text Paraphrase or retell main events. Identify the theme of a myth, legend, or novel and provide evidence for my interpretation of the theme. Explain how historical events are connected in a nonfiction text. Use information from the text to explain relationships between events or ideas. Describe how events, ideas, concepts, or information are structured in a nonfiction text. Identify various text features within a nonfiction text. Use text features to gather information and understanding of a nonfiction text. Determine the main idea and key details of a nonfiction text. Explain how key details support the main idea in a nonfiction text. Demonstrate my understanding of a topic by combining information from two texts. Summarize a nonfiction text.	Use apostrophes to form possessives and contractions. Use a comma before a coordinating conjunction in a compound sentence. Tell the difference between a relative and reflexive pronoun. Explain the <u>functions</u> of a noun or pronoun in a sentence.	Conduct short research on a topic. Apply the writing process. Write informative compositions. Write an introduction with a clear main idea. Write supporting paragraphs with topic and summary sentences. Write facts. specific details. examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features and multimedia when useful. Use appropriate language for my audience and topic. Write a conclusion.

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Module 9	Foundations	Vocabulary	Reading	Language	Writing
<u>Topics</u>	Words with VV syllable division pattern Final Syllable (r- controlled vowels), final schwa /r/ sound Final stable syllables Expression Reading rate Phrasing	Suffixes: -able, -ible, -ful, -ous, -less, -en & -ic Synonyms & antonyms Context clues	Global Guardians! Letters Graphic novel Realistic fiction & informational video Informational/Argumentative text Biography	Proper mechanics Making comparisons Possessive pronouns	Informational writing Writing process Prompt: Understanding our wo helps us protect it. Think about endangered plant or animal. W research report about that plan animal. Conduct reseach, prov facts and details, and explain w the plant or animal should be protected.
<u>Lesson</u> <u>Content</u>	Lessons 1-5 Decoding: words with VV syllable division pattern Spelling: words with VV pattern Fluency: expression Lessons 6-10 Decoding: final syllable (r- controlled vowel) final schwa + /r/ sound Fluency: reading rate Lessons 11-15 Decoding: final stables syllables Spelling: final schwa + /l/ sound Fluency: phrasing	Lessons 1-5 frequent, sufficient, oasis, permission, installing, abandoned Lessons 6-10 obsessed, disoriented, blunt, recruiting appointed, stranded, estimate, decay Lessons 11-15 ancestors, swirled, currents, sneered, outspoken, canopy, envision	Lessons 1-5 Ideas and support Make inferences Text and graphic features Theme Idioms Lessons 6-10 Retell Figurative language Summarize Text and graphic features Ideas and support Lessons 11-15 Ask and answer questions Author's craft Literary elements Text structure	Lessons 1-5         Capitalization and writing titles         End punctuation         Commas before coordinating         conjunctions         Review commas         Lessons 6-10         Making comparisons         Comparing with good & bad         Review proper mechanics         Lessons 11-15         Possessive pronouns         Possessive pronouns with nouns         & alone         Using possessive pronouns         Review making comparisons	Lessons 1-5 Focal Text & vocabulary Prewriting: choosing sources & evaluating sources Lessons 6-10 Prewriting: organizing research Drafting: beginning & integratin research Creating a bibliography Lessons 11-15 Formatting quotations & summa Conferencing Publishing Sharing
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project <b>Required:</b> Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)
Pacing	g Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	May 3-7	Lessons 1-5	4.RF.5, 4.RL.4.1, <i>4.RN.4.1,</i> 4.SL.2.4, 4.SL. 2.1, 4.SL.2.2, 4.W.1 [157]	The Eco Guardians! Luz Sees the Light	Weekly Assessment
Week 2	May 10-14	Lessons 6-10	4.RN.3.1, 4.RV.1, 4.RF.1, 4.SL.2.1, 4.ML. 2.1 [158]	On Sea Turtle Patrol and Saving the Kemp's Ridley Sea We Can Reduce Household Waste? Seeds of Change	Weekly Assessment
Week 3	May 17-21	Lessons 11-15	4.RN.2.3, 4.RF.5, 4.SL.2.4 [159]	Writing Focal Text- The Case of the Missing Honeybees	Weekly Assessment
WEEK J					

		MSD of Pike T	ownship Reading Curriculum Map - Grade 4		
Module 10	<b>Foundations</b>	Vocabulary	Reading	Language	Writing
Priority Standards	4.RF.4.6 4.W.6.2c [165]	4.RV.2.2 4.RV.2.4 [166] 4.RV.2.5 [170] 4.RV.3.1 [173]	4.RL.4.1 4.RN.3.1 Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.3, 4.RL.3.2, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2, 4.RN.4.2 [174]	4.W.6.1a [163] 4.W.6.2b [168] 4.W.6.2c [171]	<b>4.W.3.2</b> [164] 4.W.4 [169] 4.W.5 [172]
Essential Skills: SWBAT (Students will be able to)	Use syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words. Using spelling patterns in writing single and multi-syllable words.	Use context to determine the meanings of unfamiliar words. Determine the meanings of and use words with Latin roots <i>tele, port,</i> <i>graph.</i> Identify silent consonants in words and decode them. Determine the meanings of and use words with the prefixes <i>il-</i> and <i>ir-</i> in sentences.	Summarize or paraphrase text. Use print and graphic features to comprehend informational text. Recognize a variety of text structures. Analyze the use of text structure to achieve a specific purpose. Recognize the central, or main, ideas in informational text. Identify details that support the central, or main, ideas. Write a response that demonstrates understanding of text. Describe a character, setting, or event in stories/plays using specific details in text, and how that impacts plot.	Explain the functions of a (noun) or pronoun in a sentence. Include a variety of (nouns and) pronouns in my writing. Tell the difference between a relative and reflexive pronoun. Use spelling patterns and generalizations in writing single and multi-syllable words.	Conduct short research on a topic. Apply the writing process. Write informative compositions. Write an introduction with a clear main idea. Write supporting paragraphs with topic and summary sentences. Write facts, specific details, examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features and multimedia when useful. Use appropriate language for my audience and topic. Write a conclusion.
Topics	Multisyllabic words Words with silent consonants Decoding unusual spelling patterns Intonation Accuracy and self-correction Reading rate	Latin Roots tele, port, graph Prefixes il-, ir- Prefixes in-/im	What Forms Can Communication Take? Timeline Informational text Narrative nonfiction Informationalvideo Realistic fiction	Correct pronouns Pronoun contractions Frequently misspelled words	Informational writing (Expository) Writing process <b>Prompt:</b> Musuems are full of fascninating discoveries. Think about a discovery someone has made that is featured in a museum. Write about that discovery. Describe the discovery and explain how it was used, what it is, when it existed, what it did, and why it's in a museum.

	MSD of Pike Township Reading Curriculum Map - Grade 4								
Module 10	Foundations	Vocabulary	Reading	Language	Writing				
Lesson Content	Lessons 1-5 Decoding: multisyllabic words Fluency: intonation Lessons 6-10 Decoding: words with silent consonants Fluency: accuracy and self- correction Lessons 11-15 Decoding: unusual spelling patterns Fluency: reading rate	Lessons 1-5 significantly, enabled, patent, peak, transmitted, plucked, proposed, influence Lessons 6-10 astonishment, gestures, linguist(s), instinct, practical, operation, immaculate Lessons 11-15 inspect, liveliest, stammered, expectantly, demonstrated	Lessons 1-5         Text and graphic features         Monitor and clarify         Text structure         Central (Main) idea         Lessons 6-10         Ask and answer questions         Text structure         Central (Main) idea         Media techniques         Lessons 11-15         Make inferences         Plot         Point of view         Author's craft	Lessons 1-5 Using I and me Using the right pronoun Reflexive pronouns Review possessive pronouns Lessons 6-10 Pronoun contractions Pronouns and homophones Lessons 11-15 Spelling: homophones Spelling: words with endings Spelling: words with suffixes Review pronouns and contractions	Lessons 1-5 Focal Text; vocabulary Prewriting: conducting research Beginning the draft Lessons 6-10 Integrating the research Completing the draft Revising: sentence length Conferencing Revising: adding transitions Lessons 11-15 Central (Main) idea Editing: spelling and mechanics Peer proofreading Publishing and 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 Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task <b>Required:</b> Module Assessment (online)				
	Pacing Guidance	Lessons	Additional Standards	Text	Assessment				
Week 1		Lessons 1-5	4.W.4, 4.W.6.1.a [175] 4.ML.1, 4.RN.2.1, 4.RV.1, 4.SL.2.1, 4.RF.5, 4.W.	How Technology Has Changed Communication The HIstory of Communication A New Language-Invented by	Weekly Assessment				
Week 2		Lessons 6-10	4.ML 1, 4.KN.2.1, 4.KV.1, 4.SL.2.1, 4.KF 5, 4.W. 4, 4.W.6.2b, 4.W.3.2b, 4.W.3.2c, 4.W.3.2d, 4.W. 3.2f, 4.W.3.2g [176]	A New Language-Invented by Kids! Dolphin Dinner	Weekly Assessment				
Week 3		Lessons 11-15	4.W.4, 4.W.6.1a, 4.W.6.2b, 4.W.6.2.c [177]	Copper's Lesson Writing Focal Text- The Museum Book	Weekly Assessment				
Week 4		Reteach/enrich			Required Module Assessment				

### English Language Arts: Grade 4

#### 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 <u>time periods</u> and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, a esthetic) 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

4.RF.1	Apply foundational reading skills to build reading fluency and comprehension.								
Print Conce	pts								
4.RF.2.1	Students <u>are expected</u> to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.								
4.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.								
4.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.2.3</u> Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).								
4.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.								
Phonologic	al Awareness								
4.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.								
4.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.3.2</u> Blend sounds, including consonant blends, to produce single- and multi-syllable words.								
4.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.								
4.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								
4.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.3.5</u> Segment the individual sounds in one-syllable words.								
Phonics									
	Fastish Language Arte Capite & Dans & 47030								

4.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. <u>1,RF,4,1</u> Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., a) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
4.RF.4.2	Use the six major syllable patterns (CVC, <u>CVr</u> , V, VV, <u>VCe</u> , <u>Cle</u> ) to read unknown words.
4.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.
4.RF.4.4	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., gu- doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
4 RF 4 5	Students are expected to build upon and continue applying concepts learned previously.

Reading: L	iterature							
There are th Elements ar	ree key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural d Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students ble to meet the Learning Outcome for Reading: Literature.							
Learning O	utcome							
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.							
Key Ideas a	nd Textual Support							
4.RL.2.1	Poter to details and examples in a text when explaining what a text save explicitly and when drawing inferences from							
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.							
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot							
4.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									
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.								
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.								
Synthesis and Connection of Ideas									
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.								
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.								

Reading: No	nfiction									
Elements and	ee key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural I Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students e to meet the Learning Outcome for Reading: Nonfiction.									
Learning Ou	tcome									
4.RN.1	4.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.									
Key Ideas an	id Textual Support									
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.									
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.									
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.									
Structural El	ements and Organization									
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, <u>font</u> /format).									
4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.									

**4.RN.3.3** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts

4.RF.4.0	3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).									
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. Further guidance for support will be provided in the Literacy Framework.									
Fluency										
4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.									

#### Reading:Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

#### Learning Outcome

4.RV.1	Build and use accurately general academic and content-specific words and phrases.									
Vocabulary E	3uilding									
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, eadings/subheadings, font/format) to determine the meanings of unknown words.									
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.									
4.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations									
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots known words, and word patterns to determine meaning.									
4.RV.2.5	7.2.5 Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.									
Vocabulary in	n Literature and Nonfiction Texts									

4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.

#### SPEAKING AND LISTENING

<u>Guiding Principle</u>: 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 Comprehension, and Presentation of Knowledge and Ideas. By demonstrating th able to meet the Learning Outcome for Speaking and Listening. Learning Outcome Listen actively and adjust the use of spoken language (e.g., conve 4.SL.1 with a variety of audiences and for different purposes. Discussion and Collaboration Engage effectively in a range of collaborative discussions (one-on-4.SL.2.1 appropriate topics and texts, building on others' ideas and express 4.SL.2.2 Explore ideas under discussion by drawing on readings and other Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles 4.SL.2.3

iocus anu me information provided in me accounts.

Structural Ele	Structural Elements and Organization							
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.							
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.							
4.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

<u>Guiding Principle:</u> 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

4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences;
4.00.1	apply reading standards to support reflection and response to literature and nonfiction texts.

#### Handwriting

4.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

ific words and phrases in a nonfiction text relevant to a						
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es K-5: Discussion and Collaboration,						
the skills listed in each section, students should be						
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ventions, style, vocabulary) to communicate effectively						
n-one, in groups, and teacher-led) on grade-						
ssing personal ideas clearly.						
<u>.</u> ,	1					
r information.						
sions and carry out assigned roles.						
sions and carry out assigned 10103.						

4.SL.2.4 4.SL.2.5	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. Review the key ideas expressed and explain personal ideas in reference to the discussion.	4.W.5	Conduct short research on a topic.  Identify a specific question to address (e.g., What is the history of the Indy 500?). Use organizational features of print and digital sources to efficiently to locate further information. Determine the reliability of the sources. Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of formats.						
Comprehen	eion –	Conventior	ns of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling						
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Demonstrate command of English grammar and usage, focusing on: <b>4.W.6.1a Nouns/Pronouns</b> – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. <b>4.W.6.1b Verbs</b> –						
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.		Writing sentences that use the progressive verb tenses.     Recognizing and correcting inappropriate shifts in verb tense.						
Presentation	n of Knowledge and Ideas	4.W.6.1	Using modal auxiliaries (e.g., can, may, must).						
4.SL.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 structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.		<u>4.W.6.1c</u> Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. <u>4.W.6.1d</u> Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. <u>4.W.6.1e</u> Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative,						
4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.		and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so). Demonstrate command of capitalization, punctuation, and spelling, focusing on:						
4.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2. SL.4.3 Give and follow multi-step directions.	4.W.6.2	A.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.     A.W.6.2b Punctuation –     Orrectly using apostrophes to form possessives and contractions.						
reated by mee gents of socia eliefs, and ex <sub>l</sub> tudents devel	RACY le: Students develop critical thinking about the messages received and lia: Students recognize that media are a part of culture and function as lization and develop understanding that people use individual skills, periences to construct their own meanings from media messages. op media literacy skills in order to become more informed, reflective, and pants in society.		<ul> <li>Correctly using quotation marks and commas to mark direct speech.</li> <li>Using a comma before a coordinating conjunction in a compound sentence.</li> <li>4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.</li> </ul>						
Media Litera	xy								
By demonstra	- ting the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.								
Learning O									
4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.								
Media Litera	zy —								
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.								
4.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 issues.								

#### READING

Guiding Principle: Students transition from "learning to recal" to "recoling to keam." Students develop and apply a wide range of transpies to comprehend, interpret, evaluate, and appreciate tests. They read a walk range of flearabare in several genes from a working of the princip and contracts from a work to work to a work to avail an advantading of the many maximum (a several genes) that and a several development of the several to bails an advantading of the many maximum (a several genes) that and the several determination strategies, and their understanding of tractual features (e.g., sound-letter correspondence, sentence structure, context, graphics)."

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			the following: ARNING OUTCOME I Id, and apply knowle	edge of foundational	I reading skills				
OUTC	KINDERGARTEN K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness,	GRADE 1 1.8F.1: Develop an understanding of the five components of reading (reint concent)	GRADE 2 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts,			GRADE 5 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and			L
0	K.RF.1: Understand and	1.RF.1: Develop an	2.RF.1: Demonstrate an	3.RF.1: Apply	4.RF.1: Apply	5.RF.1: Apply	11		KI K.I
	print concepts, phonics,	five components of	five components of	3.RF.1: Apply foundational reading skills to build reading fluency and	4.8F.1: Apply foundational reading skills to demonstrate reading fluency and	skills to demonstrate		N N	
2	phonemic awareness, vocabulary, and fluency		reading (print concepts,	fluency and comprehension.	reading fluency and comprehension.	reading fluency and comprehension.		Ĕ	en rei pu
ž	and comprehension as a	phonemic awareness, phonics, vocabulary,	phonemic awareness, phonics, vocabulary,	comprenention.	comprenentation.	comprenentation.		ō	pu un
E	foundation for developing reading	and fluency and comprehension) to	and fluency and comprehension) to					2	
۳.	skils.	build foundational	build foundational					EARNING OUTCOME	L
ş		reading skills.	reading skils. RF.2: PRIN					E.	
CONCEPTS	Demonstrate underst KINDERGARTEN	anding of the organization GRADE 1	on and basic features of p GRADE 2	rint, including that printe GRADE 3	d materials provide infor GRADE 4	GRADE 5			
ž	K.RF.2.1: Demonstrate	1.RF-2.1:					1		
6	print moves from left to	to build upon and	to build upon and	to build upon and	to build upon and	to build upon and		_	-
PRINT	print moves from left to right across the page and from top to	continue applying	continue opplying	continue applying	continue applying	continue applying		M	
•	bottom.	1.RF-2.1: Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	3-89-22-1: Students are expected to build upon and continue applying concepts learned previously.	4.49-22.1: Students are expected to build upon and continue applying concepts learned previously.	5.49-22.1: Students are expected to build upon and continue applying concepts learned previously.		8.	ю
_	K.RF.2.2: Recognize that	1.RF.2.2:	2.RF.2.2:	3.8F.2.2	4 95 2 2	5.RF.2.2:	1	IDEAS AND TEXTUAL	5 K.
	written words are made up of sequences of	Students are expected to build upon and	Students are expected to build upon and	Students are expected to build upon and	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and	-	N SN	qu
	letters.	to build upon and continue applying concepts learned	to build upon and continue applying concepts learned	to build upon and continue applying concepts learned	continue applying	to build upon and continue applying concepts learned			qu im te: co
		concepts learned previously.	concepts learned previously.	concepts learned previously.	concepts learned areviously.	concepts learned previously.		KEY	0
	K.RF.2.3: Recognize that words are combined to	1.RF.2.3: Recognize the components of a	previously. 2.RF.2.3:	previously. 3.RF.2.3:	previously. 4.RF.2.3:	previously. 5.RF.2.3:	1_'	_	
	form sentences.	components of a sentence (e.g.,	Students are expected to build upon and continue applying	Students are expected to build upon and	Students are expected to build upon and	Students are expected to build upon and			K.
		sentence (e.g., capitalization, first word, ending	continue applying	3.RF.2.3: Students are expected to build upon and continue applying	4.RF.2.3: Students are expected to build upon and continue applying concepts learned	5.RE-2.3: Students are expected to build upon and continue applying	I		k
		word, ending punctuation).	previously.		previously.	previously.	1		1
	K.RF-2-4: identify and name all uppercase (capital) and lowercase letters of the alphabet.	punctuation). 1.RF.2.4: Learn and apply knowledge of alphabetical order.	concepts learned 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	concepts learned previously. 5.RF-2.4: Students are expected to build upon and	1		L
	(capital) and lowercase	appry knowledge of alphabetical order.	to build upon and	to build upon and	to build upon and	to build upon and	1		K d b in
	letters of the alphabet.		continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	1		Ь
			previously.	previously.	concepts learned previously.	previously.	-		in id
		and a standard to the	RF.3: PHONOLOG	ICAL AWARENESS			-		in
	KINDERGARTEN	GRADE 1 1.RF.3.1:	fing and apply know GRADE 2 2.8F.3.1:		rds, syllables, and s GRADE 4 4.8F.3.1:		-		
	K.RF.3.1: Identify and produce rhyming	1.RF.3.1:	2.8F.3.1:	3.05.3.4	4.8F.3.1:	6.05.3.4	1		
8	words.	Students are expected to build upon and continue applying concepts learned associated	Students are expected to build upon and continue applying concepts learned previously	Students are expected to build upon and continue applying concepts learned exercised	students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned exercises	-		
PHONOLOGICAL AWARUNESS		continue opplying	continue applying	continue applying	continue applying	continue applying	-		
		previously.					-		
2	K.RF.3.2: Orally pronounce, blend, and	previously. 1.RF.3.2: blend sounds, including consonant.	2.05.3.2	3.05.3.2	4.05.3.2	5.05.3.2	-		F
ğ	segment words into	including consonant blends, to produce single- and multi- syllable words.	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	Students are expected to build upon and continue applying concepts learned		S	K.
Į OT	syllables.	single- and multi-	continue applying	continue applying	continue applying	continue applying	-	URES	te
ğ			z.RF.3.3:	previously.	previously.	previously. 5.RF.3.3:		<u>t</u>	di re ti
•	K.RF.3.3: Orally blend the onset (the initial	1.RF.3.3: Add, delete, or substitute sounds to	2.RF.3.3: Students are expected	previously. 3.RF.3.3: Students are expected	previously. 4.RF.3.3: Students are expected	5.RF.3.3: Students are expected		STRU	re
	sound) and the rime (the vowel and ending	change single-syllable	to build upon and	to build upon and	to build upon and	to build upon and		DS	tt
	(the vowel and ending sound) in words.	words.	to build upon and continue applying concepts learned previously.	continue applying concents learned	4.89-3-3: Students are expected to build upon and continue applying concepts learned previously.	Students ore expected to build upon and continue applying concepts learned previously.	1	AN	
			previously.	3-KH-3-3: Students are expected to build upon and continue applying concepts learned previously.		previously.		EATURES AND	aj K. tł
	K.RF.3.4: Tell the order of sounds heard in	1.RF.3.4: Distinguish			4.RF.3.4:			Ē	G
	words with two or three	beginning, middle (medial), and final sounds in single-syllable	to build upon and	to build upon and	to build upon and	to build upon and	_	12	ľ
	words with two or three phonemes, and identify the beginning, middle (medial) and final	sounds in single-syllable	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	Students are expected to build upon and continue applying concepts learned	-	-	
	organite moore		concepts learned previously.	concepts red/fied	and the second	same pro rearried	I 1	1.1	1
	(medial) and final			previously.	previously.	previously.			
	(medial) and final sounds.	1 DE 3 5: Segment the		previously.		previously.	-		
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to	1.RF.3.5: Segment the individual sounds in	2.RF.3.5:	3.8F.3.5:	4.85.3.5:	S.RF.3.5:			
	sounds. K.RF.3.5: Add, delete,		2.RF.3.5: Students are expected to build upon and	3.RF.3.5: Students are expected	4.85.3.5:	S.RF.3.5:			K. SI
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to	individual sounds in	2.RF.3.5: Students are expected to build upon and continue applying concepts learned	3.8F.3.5:		S.RF.3.5:			K. 51 58
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to	individual sounds in one-syllable words.	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. BF 4: D	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	4.8F.3.5: Students are expected to build upon and continue applying concepts learned previously.	previously.			K. 51 54
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PHONICS	ments da dente, en en enternet	Individual reads in an experiment in experiment in experiment in experiment in experiment in the experiment of the experiment in the experiment of the experiment in the experiment in the experiment is the experiment in the experiment is the experiment in the experiment is the exper	Advances are reacted advances are preventioned advances are preventioned	Automatical Automa	EAT-AD     EAT-AD	Arrowski - San Jan Jan Jan Jan Jan Jan Jan Jan Jan J		CONNECTION OF	Kica P Kicsid tu Kisid tu B DIN earr
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PHONICS	Device Los de Alerica, en en el terreto de la construcción de la co	Individual reach in exceptible work: Decode and fragments LinkA Linka L	AFA3	Arrange	EAT-AL     Subdrag are expected     the Subdrag area     Subdrag     Subdr	Arrowski skale skal		CONNECTION OF	Kicking Kickin
PHONICS	<pre>undertails.cdi.denter. en undertails.com/ charger words. EUECEAUTION EUE</pre>	Individual reads in a set of problem work in an experiment work in a set of problem work in a set of property in a set	Al-J2     Al-J2 tot     A	Automatical and a second and a second a	End A.S.      End A.S.	Processor Based Science applying and science applying protections applying protections approximation applying approximation applying		CONNECTION OF REAL There Texts	Kica P Kicsid tu Sd tu Sd tu S
SINOHA	<pre>undertails.cdi.denter. en undertails.com/ charger words. EUECEAUTION EUE</pre>	Individual reads in a set of problem work in an experiment work in a set of problem work in a set of property in a set	AIA3     Addition are required to a build gene and a compare gamma and a compare	Automatical and a second and a second a	End A.S.      End A.S.	Processor Based Science applying and science applying protections applying protections approximation applying approximation applying		CONNECTION OF	Kica P Kicsid tu Sd tu Sd tu S
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DHONG	Decision of the second	Individual reads in a set of problem work in an experiment work in a set of problem work in a set of property in a set	AIA3     Addition are required to a build gene and a compare gamma and a compare	Analysis of the second	End A.S.      End A.S.	Introduce of the second		LEARNING OUTCOME UNDER LEAR CONNECTION OF	Kics d tt B DIN adir B B B Con ana ana b V C
PHONICS	Decision of the second	Individual reads in any sphelle works in Decoder and fra General General Taxon Structures (Second Second Seco	Al-J2     Al-J2 tot     A	Automatical and a second and a second a	EAT-AL     Subdrag are expected     the Subdrag area     Subdrag     Subdr	Processor     The second		LEARNING OUTCOME UNDER LEAR CONNECTION OF	Kidiaa Kidia Kid
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- PHONICS	The second	Individual nuevani in en optible wordt. Decode and fra Gotta 11 and Eventski and the second and the second and the second and the second and the second and the second and the second and the second the second and the second and the second and the second and the second the second and the seco	Advances are executed the sharing one executed the sharing one executed the sharing one executed advances are executed advance	Analysis of the second	ArtAA	Internet      Markan     Mar		BUILDING LEARNING OUTCOME as used and the second of connection of	Kics d tt B DIN adir B B B Con ana ana b V C
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	READING: Nonfiction			WRI

REAUTING: INVITED IN There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual 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: Connection Nonfiction

-		RN.1: LE	ARNING OUTCOME	FOR READING NON	IFICTION			appro as the	imen ipriat iy util
ш	KINDERGARTEN	Read and compreh	GRADE 2 2.RN.1: Read and	fiction independen	tly and proficiently	GRADE S			
	KINDERGARTEN K.RN.1: Actively	GRADE 1 1.RN.1: With support,	2.RN.1: Read and	3.RN.1: Read and	4.RN.1: Read and	GRADE 5 5.RN.1: Read and		in Wr	riting
§	engage in group	read and comprehend	comprehend a variety	comprehend a variety	comprehend a variety				
5	reading activities with purpose and understanding.	read and comprehend nonfiction that is grade-level	comprehend a variety of nonfiction within a range of complexity	comprehend a variety of nonfiction within a range of complexity	comprehend a variety of nonfiction within a range of complexity	of nonfiction within a range of complexity	-		КЛ
8	understanding.	appropriate.	appropriate for grades 2-3. By the end of	appropriate for grades 2-3. By the end of	appropriate for grades 4-5. By the end of	of nonfiction within a range of complexity appropriate for grades 4-5. By the end of	-	ш	KA
EARNING OUTCOME			2-3. By the end of grade 2, students	2-3. By the end of grade 3, students	4-5. By the end of grade 4, students	4-5. By the end of grade 5, students	-	LEARNING OUTCOME	pu au
¥.			grade 2, students interact with texts proficiently and	grade 3, students interact with texts proficiently and	grade 4, students interact with texts proficiently and	grade 5, students interact with texts proficiently and	-	Ę	
۳ ا			proficiently and independently at the	proficiently and independently.	proficiently and independently at the	proficiently and independently.	-	ō	
			low end of the range		low end of the range		-	NI N	
			and with scaffolding as needed at the high		and with scaffolding as needed at the high			RN.	
			end.		end.		-	÷.	
3			RN.2: KEY IDEAS AN				-		
IDEAS AND TEXTUAL SUPPORT	Extra	ct and construct me	aning from nonfiction	n texts using a rang	e of comprehensior	skills			
ĒĿ	KINDERGARTEN K.RN.2.1: With support,	GRADE 1 1.RN.2.1: Ask and	GRADE 2 2.RN.2.1: Ask and	GRADE 3 3.RN.2.1: Ask and	GRADE 4 4.RN.2.1: Refer to	GRADE 5 5.RN.2.1: Quote			
AS AND T SUPPORT	ask and answer	answer quarticor about	answer questions about the main idea and	answer questions to demonstrate	details and examples in	accurately from a text when explaining what a	- 1	_	-
8 S	questions about important elements of a	key details to clarify and confirm understanding of a text.	the main idea and supporting facts and	demonstrate understanding of a text	a text when explaining what a text says	text says explicitly and	-		
Ę	important elements of a text (e.g., events, topics, concepts).	of a text.	supporting facts and details in a text to confirm understanding.	understanding of a text, referring explicitly to the text as the basis for	what a text says explicitly and when drawing inferences from the text.	when explaining what a text says explicitly and when drawing inferences from the	-		КЛ
Χ	concepts).		confirm understanding.	the text as the basis for the answers.	drawing inferences from the text.	inferences from the text.			KII K.1
_							-		l up
	K.RN.2.2: With support, retell the main idea and	1.RN.2.2: Retell main ideas and key details of	2.RN.2.2: identify the main idea of a multiparagraph text and the topic of each	3.RN.2.2: Determine the main idea of a text:	4.RN.2.2: Determine the main idea of a text	5.RN.2.2: Determine two or more main ideas			los alp
	key details of a text.	a text.	multiparagraph text and	the main idea of a text; recount the key details and explain how they	and explain how it is supported by key	two or more main ideas of a text and explain how they are supported			shi let
			the topic of each paragraph.	and explain how they support the main idea.					
					text.	summarize the text.			
	K.RN.2.3: With support, describe the connection between two individuals, events,	1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of	2.RN.2.3: Describe the connection between a series of historical events, scientific ideas	3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas	text. 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or	summarize the text. S.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, 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 individuals,	-		Ľ
	ideas, or pieces of information in a text.	information in a text.	or concepts, and steps in a process or		historical, scientific, or technical text, based on	events, ideas, or		N.	
	second in a text.	1	in a process or procedure in a text.	processes or procedures in a text,	specific information in	scientific, or technical		HANDWRITING	
		1		using words such as	the text.	text based on specific information in the text.		ž	
				first, next, finally, because problem		information in the text.		B	
				using words such as first, next, finally, because, problem, solution, same, and			-	¥	
_		L	DN 2- FEATURES	different. AND STRUCTURES	1		-		к.)
	Build understa	nding of ponfiction	text using knowled	te of text featurer	structures and outh	or's perspective	-		me rigi
	KINDERGARTEN	nding of nonfiction GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			17
	K.RN.3.1: identify text features of a nonfiction								
2		various text features (e.g., toble of contents,	text features (e.g., toble of contents, index,	knowledge of text features to locate	knowledge of text features to locate	knowledge of text features in multiple			
R	text (e.g., nik, durnor, illustrations) and describe the relationship between those features and the text in which they	glossery, illustrations) to locate and describe	headings, captions) to locate key facts or	features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	features to locate information and gain meaning from a text (e.g., chorts, tobles, graphs, headings, subheadings, feat (femati	print and digital sources to locate information.			
ž	describe the	to locate and describe key facts or information	locate key facts or	meaning from a text	meaning from a text	to locate information,	_		
đ,	those features and the	in a text.	how they contribute to	(e.g., mops, illustrations charts	(e.g., charts, tobles, graphs, headings	gain meaning from a text, or solve a			
₽	text in which they		information and explain how they contribute to and clarify a text.	font/format).	subheadings,	problem.			
SAI	appear. 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	font/format). 4.RN.3.2: Describe the	5.RN.3.2: Compare and			
EATURES AND STRUCTURES	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 describe a topic.	structured to indicate	stoutput to compare	structured to indicate a	(e.g., chronological, problem-solution, comparison/contrast,	organizational structure		_	_
E	describe a topic.	order (e.g., sequential) or to explain a simple	and contrast, to describe a procedure	problem and solution or to put events in	comparison/contrast,	of events, ideas, concepts, or			Γ
-		order (e.g., sequential) or to explain a simple cause and effect relationship.	and contrast, to describe a procedure, and to explain a cause and effect relationship.	chronological order.	procedural, cause/effect, sequential, description)	concepts, or information in two or more texts.			L
		relationship.	and effect relationship.		of events, ideas, concepts, or information	more texts.		-	K
					concepts, or information				
					in a text or part of a text.				Lie
	K.RN.3.3:	1.RN.3.3:							17
	Randovi having at	1.RN.3.5: Providend begins of	2.RN.3.3: identify what	3.RN.3.3: Distinguish	4.RN.3.3: Compare and	5.RN.3.3: Analyze			54
	Standard begins at	1.RN.3.3: Standard begins at second grade	2.RN.3.3: identify what the author wants to answer, explain, or			5.RN.3.3: Analyze multiple accounts of the same event or topic,	-		su fo co
	Standard begins at second grade	1.RN:3.3: Standard begins at second grade	2.RN.3.3: identify what the author wants to answer, explain, or describe in the text.	3.RN.3.3: Distinguish one's own perspective from that of the author of the text.		same event or topic, noting important	-		su fo co
	Standard begins at	1.RN.3.3: Standard begins at second grade	2.RN.3.3: identify what the author wants to answer, explain, or describe in the text.			same event or topic, noting important	-		su fo co
	Standard begins at	LARN-3-3' Standard begins at second grade	2.RN.3.3: identify what the author wants to answer, explain, or describe in the text.		contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information	same event or topic, noting important similarities and differences in the perspectives the			su foi co
	Standard begins at	1.NRN-3-3 Standard begins at second grade	2.8N.3.3: identify what the author wants to answer, explain, or describe in the text.		contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the	same event or topic, noting important			su foi co
	Standard begins at	1.0N-3-3: Standard begins at second grade	answer, explain, or describe in the text.	one's own perspective from that of the author of the text.	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information	same event or topic, noting important similarities and differences in the perspectives the			fo
	Standard begins at second grade	Standard begins at second grade	answer, explain, or describe in the text. RN.4: CONNEC	one's own perspective from that of the author of the text.	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	same event or topic, noting important similarities and differences in the perspectives the accounts represent.		SIVE	fo
	Standard begins at second grade	standard begins at second grade	answer, explain, or describe in the text. RN.4: CONNEC texts by verifying po GRADE 2	one's own perspective from that of the author of the text. TION OF IDEAS ints and making con GRAPE 3	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	same event or topic, noting important similarities and differences in the perspectives the accounts represent.		UASIVE	su fo co
	Standard begins at second grade	Standard begins at second grade nding of nonfiction : GRADE 1 J. B. 4.1. Health the entity the	answer, explain, or describe in the text. RN.4: CONNEC texts by verifying po GRADE 2	one's own perspective from that of the author of the text. TION OF IDEAS ints and making con GRAPE 3	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	same event or topic, noting important similarities and differences in the perspectives the accounts represent.		RSUASIVE	su fo co
S	Standard begins at second grade	second projes or second grade	answer, explain, or describe in the text. RN.4: CONNEC texts by verifying po GRADE 2	one's own perspective from that of the author of the text. TION OF IDEAS ints and making con GRAPE 3	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	same avent or topic, noting important ismilarities and differences in the perspectives the accounts represent. opics and ideas GRADE 5 S.RN.4.1: Explain how an author uses reasons		PERSUASIVE	si fe
PEAS	Standard begins at second grade Build understa KANDERGARTEN	standard begins at second grade	answer, explain, or describe in the text. RN.4: CONNEC texts by verifying po GRADE 2	ens's own parspective from that of the author of the text. TION OF IDEAS ints and making con GRADE 3 3.RRA.1: Distinguish between fact and opinion; explain how an author user reasons	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	same avent or topic, noting important ismilarities and differences in the perspectives the accounts represent. opics and ideas GRADE 5 S.RN.4.1: Explain how an author uses reasons		PERSUASIVE	su fo co
VF IDEAS	Standard begins at second grade	second projes or second grade	answer, explain, or describe in the text. RN.4: CONNEC texts by verifying po GRADE 2	one's own perspective from that of the author of the text. TION OF IDEAS ints and making con GRAPE 3	contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts. <b>GRDE 4</b> <b>ARMA 12</b> : Distinguish between fact and opinion; explain how an and evidence to support a statement or	same avent or topic, noting important ismilarities and differences in the perspectives the accounts represent. opics and ideas GRADE 5 S.RN.4.1: Explain how an author uses reasons		PERSUASIVE	su fo co
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EAD here exts.	standard grade     Standard	Internet departer a accent particular departer and accent accen	ansex, egith, or denote is the work of the second seco	and/a can projective in the number of the number of the number of the number of the number of the number of the number of the nu	Instants of Subject Add subjects of Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Add Subject Ad	une estre pays dependent of the second dependent of the second second dependent of the second			K pin

NUTION: Juding Three. Industries develop and empty a walk reage of insteadjor as they write and are different writing process elements supportionally to write a write different subtracts for a warks of purpose. Suddens experiments with all different models of writings to develop their confort on these their allis a write. Stateforce conduct simple encourses on a subset on three states by perstead judices and operations, and by particular judices and operations, and by particular judices. They are allowed and the state of their purpose pather, evaluate, and synthesize information and data from a writely of sources to communicate their discovers in ways that suit their purpose

WRTINK: There are five key areas found in the Writing section for grades I/S.: Handwriting, Writing Genes, the Writing Process, the Besarch 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.

Next The standing of oursise writing table 11 included in this paralises to a staged at the Moscetton of Irola decision. The Indiana Toppenetron of Educations momentum the standing of curries writing in therein is parked 1 and 1 or only for the support the failures tradeet to the state for and the states gradeet the state for a state state of the state to the state to reade variate artificg at the variation state state of the state to the state to reade variate artificg at the variation state state of the state state

		comr	mends the teaching of cur priate to them and the set	ting, but for the more imp	1 grades 3 and 4, not only portant purpose of being a	for the purpose of allowir sole to <u>read</u> cursive writin	g students to use the form 5. Students need to be abl	n of writing most e to read cursive writing		LINDERGARTEN	velop and apply effe GRADE 1	ctive communicatio GRADE 2	n skills through spea GRADE 3	king and active liste GRADE 4	ning GRADE 5
	- 81	they	y utilize primary document	s (e.g., historical docume	nts, letters, etc.).				OUTCOM	K.SL1: Listen actively and communicate effectively	1.SL.1: Listen actively and adjust the use of spoken	2.5L.1: Listen actively and adjust the use of spoken	3.5L1: Listen actively and adjust the use of spoken	4.5L1: Listen actively and adjust the use of spoken	5.5L1: Listen actively and adjust the use of spoken
-	In	Writ	ting, students are expec	ted to do the following			-		0	with a variety of audiences and for	language (e.g., vocobulory) to	language (e.g., conventions, vocabulary)	language (e.g., conventions, style,	language (e.g., conventions, style,	adjust the use of spoken language (e.g., conventions, style,
Y I	-			Write effect	W.1: LEARNING OUT	COME FOR WRITIN f tasks purposes an	audiences		SNIN	different purposes.	communicate effectively	to communicate	vocebulery) to	vacebulery) to	
'		Ŀ	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	LEARNI		with a variety of audiences and for	effectively with a variety of audiences and for	communicate effectively with a variety of audiences and for	communicate effectively with a variety of audiences and for	communicate effectively with a variety of audiences and for
15	-	¥	K.W.1: Write for specific purposes and	1.W.1: Write routinely over brief time frames	2.W.1: Write routinely over brief time frames	3.W.1: Write routinely over a variety of time	4.W.1: Write routinely over a variety of time	5.W.1: Write routinely over a variety of time	- 1 -		different purposes.	different purposes.	audiences and for different purposes.	audiences and for different purposes.	audiences and for different purposes.
		5	audiences.	and for a variety of purposes and	and for a variety of tasks, purposes, and	frames and for a range of discipline-specific	frames and for a range of discipline-specific	frames and for a range of discipline-specific	2				ND COLLABORATION	Ň	
		5		audiences.	audiences; apply	tasks, purposes, and	tasks, purposes, and	tasks, purposes, and	014	Develop and KINDERGARTEN	apply reciprocal co	mmunication skills b	y participating in a r	range of collaborativ	e discussions
		LEARNING OUTCOME			reading standards to write in response to	audiences; apply reading standards to	audiences; apply reading standards to	audiences; apply reading standards to	AND COLLABORATION	K.SL.2.1: Participate in	GRADE 1 1.5L2.1.: Participate in	2.5L.2.1 Participate in	3.SL2.1: Engage	GRADE 4 4.5L2.1: Engage	GRADE 5 5.5L.2.1: Engage
					literature and nonfiction	write in response to literature and nonfiction	support reflection and response to literature	support reflection and response to literature	- 1	collaborative conversations about	collaborative conversations about	collaborative conversations about	effectively in a range of collaborative discussions	effectively in a range of collaborative discussions	effectively in a range of collaborative discussions
	-	E				texts.	and nonfiction texts.	and nonfiction texts.	AND	grade-appropriate topics and texts with peers and	grade-appropriate topics and texts with peers and	grade-appropriate topics and texts with peers and	(one-on-one, in groups, and teacher-led) on	(one-on-one, in groups, and teacher-led) on	(one-on-one, in groups, and teacher-led) on
									SKON	adults in small and larger groups.	adults in small and larger	adults in small and larger groups.	grade-appropriate topics and texts, building on	grade-appropriate topics and texts, building on	grade-appropriate topics and texts, building on
_									DISCUSSION		*		others' ideas and	others' ideas and	others' ideas and
													expressing personal ideas clearly.	expressing personal ideas clearly.	expressing personal idea: clearly.
		T				DWRITING				K.SL.2.2: Standard begins in third	1.5L.2.2: Standard begins in third	2.51.2.2:	3.5L2.2: Explore ideas	4.5L.2.2: Explore ideas	5.5L.2.2: Reflect on and
•	-	ŀ	KINDERGARTEN	GRADE 1	Demonstrate the a	bility to write legibly GRADE 3	GRADE 4	GRADE 5	-	Standard begins in third arade.	Standard begins in third prode.	Standard begins in third grade.	under discussion by drawing on readings	under discussion by drawing on readings	contribute to ideas under discussion by
	-		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:	- 1				and other information.	and other information.	drawing on readings and other resources.
=	-		uppercase (capital) and lowercase letters of the	uppercase (capital) and lowercase letters	correctly and space words and sentences	print or cursive, leaving space between letters	print or cursive, forming letters and words that	Students are expected to build upon and	-						and other resources.
85	-		alphabet, correctly shaping and spacing the	legibly, and space letters, words, and	properly so that writing can be read easily by	in a word, words, in a	can be read by others.	continue applying concepts learned	- 1						
	-		shaping and spacing the letters of the words.	sentences	another person.	sentence, and words and the edges of the		previously.	-	K.SL.2.3: Listen to	1.5L.2.3: Listen to	2.5L.2.3: Listen to	3.5L2.3: Demonstrate	4.5L.2.3: Demonstrate	5.5L.2.3: Establish and
	-			appropriately.		paper.			- 1	others, take turns	others take turns	others take one's turn	knowledge and use of		follow agreed-upon rules for discussion.
	-								- 1	speaking, and add one's own ideas to small	speaking about the topic, and add one's own ideas in small	in respectful ways, and speak one at a time	agreed-upon rules for discussions and identify	agreed-upon rules for discussions and carry	rules for discussion.
	-								- 1	own ideas to small group discussions or tasks.	own ideas in small group discussions or	about the topics and text under discussion.	and serve in roles for small group discussions	out assigned roles.	
ıls,	-								- 1		tasks.		or projects.		
4,	-	Ē													
	-	R.													
t.	-	HANDWRITING								K.SL2.4: Ask questions to seek help, pet	1.5L2.4: Ask questions to clarify information	2.5L.2.4: Ask for clarification and further	3.5L2.4: Ask questions to check understanding	4.5L2.4: Pose and respond to specific	5.5L.2.4: Pose and respond to specific
	-								-	information, or clarify something that is not	about topics and texts	explanation as needed	of information presented, stay on	quartiese to clarify or	questions by making
	-		K.W.2.2: Write by moving from left to	1.W.2.2: Students are expected	2.W.2.2: Students are expected	3.W.2.2: Students are expected	4.W.2.2: Students are expected	5.W.2.2: Students are expected	-	understood.	under discussion.	texts under discussion.	topic, and link comments to the	follow up on information, and make comments that	contribute to the
_	_		right and top to bottom.	Students are expected to build upon and continue applying	to build upon and continue applying	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					comments to the remarks of others.	contribute to the	discussion and elaborate on the
-				concepts learned previously.	concepts learned	concepts learned								discussion and link to the remarks of others.	remarks of others.
				previously.	previously.	previously.	previously.	previously.							
es	_								_						
	_								_	K.SL2.5: Continue a	1.5L2.5: Build on	2.51.2.5: Build on	3.5L2.5: Explain	4.5L.2.5: Review the key	5.5L2.5: Review the ker
	_								- 1	conversation through multiple exchanges.	others' talk in	others' talk in	personal ideas and	ideas expressed and	ideas expressed and draw conclusions in reference to
4									_	manipe exchanges.	conversations by responding to the	conversations by linking comments to the remarks of others.	understanding in reference to the	explain personal ideas in reference to the	reference to
	-								-		comments of others through multiple	remarks of others.	discussion.	discussion.	information and knowledge gained from
	- 6				W.3: WRIT	ING GENRES					exchanges.	EL 2: COM	REHENSION	1	the discussions.
	-	ļ	Deve	op writing skills by	writing for different	t purposes and to sp	ecific audiences or p	eople GRADES	-	0	evelop and apply a	tive listening and in	terpretation skills us	sing various strategi	es
	- H	-	KINDERGARTEN K.W.3.1: Use words and	GRADE 1 1.W.3.1: Write logically	GRADE 2 2.W.3.1: Write a	GRADE 3 3.W.3.1 Write	GRADE 4 4.W.3.1: Write	GRADE 5 5.W.3.1: Write	-	KINDERGARTEN K.SL.3.1: Ask and	GRADE 1 1.SL3.1: Ask and	GRADE 2 2.5L3.1: Determine the	3 CI 3 1 Datall	GRADE 4 4.SL3.1: Summarize	GRADE 5 5.5L3.1: Orally
	-		pictures to provide logical reasons for	connected sentences to make a proposal to a	logically connected paragraph or	persuasive compositions in a	persuasive compositions in a variety of forms that -	persuasive compositions in a variety of forms	-	answer questions about	answer questions about	purpose for listening	paraphrase, and explain	major idear and	and the second second
h	-		suggesting that others follow a particular	particular audience	paragraphs, that introduce an opinion.	variety of forms that -	that -	that -	-	key details in a text read aloud or information	answer questions about key details in a text read aloud or information	purpose for listening (e.g., to obtain information, to enjoy	paraphrase, and explain the main ideas and supporting details of a	supportive evidence from text read aloud or	to a written text read aloud or information
he	-		course of action.	(e.g., a porent, clossmote, etc.) and give	with a secolution	• State the opinion in an	In an introductory	Clearly present a	-	presented orally or through other media.	presented orally or through other media.	humor) and paraphrase or describe key ideas or	text read aloud or information presented	information presented in diverse media and	presented in diverse media and formats,
	-			reasons why the proposal should be	statement or section and multiple reasons to	introductory statement or section.	statement, clearly state an opinion to a particular	position in an introductory statement to an identified audience.	-			datable from a text could			including visually, quantitatively, and
	-			considered.	explain why a certain course of action should	Support the opinion	audience.		-			aloud or information presented orally or	formats, including visually, quantitatively (e.g., charts and	visually, quantitatively, and orally.	orally.
					be followed.	with reasons in an organized way.	<ul> <li>Support the opinion with facts and details</li> </ul>	<ul> <li>Support the position with gualitative and</li> </ul>				through other media.	(e.g., charts and graphs), and orally.		
-						Connect opinion and	<ul> <li>support the opinion with facts and details from various sources, including texts.</li> </ul>	with qualitative and quantitative facts and details from various sources, including texts.	z						
	_	SIVE				reasons using words and phrases.		sources, including texts.							
	_	N.					Use an organizational structure to group	Use an organizational	- 9						
s	_	PERSUASIVE				<ul> <li>Provide a concluding statement or section.</li> </ul>	related ideas that support the purpose.	structure to group related ideas that	COMPREHENSION						
- T	-	-1					Connect opinion and	support the purpose.	- 0	K.SL.3.2: Ask	1.SL3.2: Ask and	2.SL3.2: Ask and	3.SL3.2: Ask and	4.SL3.2: Identify and	5.SL3.2: Summarize a
	-						reasons using words and phrases.	Use language appropriate for the identified audience.	-   ~	appropriate questions about what a speaker	answer questions about what a speaker says to	answer questions about what a speaker says to	answer questions about information from a	use evidence a speaker provides to support	speaker's points as they relate to main ideas or
	-						Provide a concluding	identified audience.	-	says.	clarify something that is not understood.	clarify comprehension, gather information, or	speaker, offering appropriate elaboration	particular points.	supporting details and demonstrate how
	-						statement or section related to the position	Connect reasons to the     monitive union works	-		not under stood.	deepen understanding	and detail.		claims are supported by
	-						presented.	position using words, phrases, and clauses.	-			of a topic or issue.			reasons and evidence.
	-							Provide a concluding	-						
	-							statement or section related to the position	-						
-		_						presented.	-						
th			pictures to develop a	1.W.3.2: Develop a topic sentence or main	2.W.3.2: Write a paragraph or	3.W.3.2: Write informative	4.W.3.2: Write informative	5.W.3.2: Write informative compositions	-						
_			main idea and provide some information about	idea, provide some facts or details about the	paragraphs on a topic that introduce a topic, provide facts and details	compositions on a variety of topics that -	compositions on a variety of topics that -	on a variety of topics that -							
n	_		a topic.	topic, and provide a concluding statement.	provide facts and details about the topic, and	State the topic, develop	Provide an introductory	• Introduce a topic;	- [		SL.4	PRESENTATION OF	KNOWLEDGE AND I	DEAS	
	_			concrossing statement.	provide a concluding statement.	a main idea for the	paragraph with a clear main idea.	organize sentences and paragraphs logically,		Devel	lop and apply speak	ing skills to commun	icate ideas effective	ly in a variety of situ	ations
_					statement	introductory paragraph, and group related information together.		using an organizational form that suits the topic.	-	K.SL4.1: Speaking	GRADE 1 1.SL-4.1: Speaking	GRADE 2 2.SL4.1: Using	GRADE 3 3.SL4:1 Using	GRADE 4 4.SL.4.1: Using	GRADE 5 5.SL4.1: Using
	-1					-	Provide supporting paragraphs with topic and summary sentences.	Employ sufficient	-	audibly, recite poems, rhymes, and songs, and use complete sentences	audibly and using appropriate language.	appropriate language, recite poems and	appropriate language, report on a topic or	appropriate language, report on a topic or text	appropriate language, present information on
	-					Develop the topic with facts and details.		evanueles farts	-	use complete sentences	recite poems, rhymes,	shows and ball a store.	text, or provide a narrative that organizes ideas chronologically or	or provide a parrative in	
	-					Connect ideas within	Provide facts, specific details, and examples from various sources and	quotations, or other information from various	IDEAS	to describe familiar people, places, things,		or recount an experience, in an	ideas chronologically or	an organized manner, with effective introductions and	a topic of text, narrative, or opinion in an organized manner, with effective
۶J	-1					categories of information using words and phrases.	from various sources and texts to support ideas	sources and texts to give clear support for topics.	90	and events and, with	sensory detail when describing people,	organized manner, with appropriate facts and	around major points of information, with	conclusions, using	
		ž				Use text features (e.g.,	and extend explanations.		AND		places, things, and events.	careful attention to sensory details,	appropriate facts and relevant, descriptive	appropriate structure, appropriate facts and relevant, descriptive	conclusions, using appropriate structure, appropriate facts and
	-	MAT				<ul> <li>Use text features (e.g., pictures, graphics) when useful to aid</li> </ul>	Connect ideas using	Connect ideas within and across categories using transition words (e.g., therefore, in words);	00			sensory details, speaking audibly in	relevant, descriptive details, speaking at an	relevant, descriptive	appropriate facts and relevant, descriptive
	-1	INFORMATIVE				comprehension.	words and phrases.	(e.g., therefore, in	KNOWLEDGE			coherent sentences and at an appropriate pace.	understandable pace, in a clear, concise manner.	details to support main ideas or themes; speak	details to support main
		Z				Provide a concluding	<ul> <li>Include text features (e.g., formatting,</li> </ul>	bobiotnj.	KN					clearly and concisely at an understandable	ideas or themes; speak clearly and concisely at
_						statement or section.	<ul> <li>Include text reactives</li> <li>(e.g., formatting, pictures, graphics) and multimedia when useful</li> </ul>	<ul> <li>Include text features (e.g., formatting,</li> </ul>	NOF					pace.	an understandable pace.
٦							to aid comprehension.	(e.g., formatting, pictures, graphics) and multimedia when useful	PRESENTATION	K.SL.4.2: Standard begins in first	1.5L4.2: Add drawings or other visual displays,	2.5L4.2: Create simple presentations that	3.5L4.2: Create oral presentations that	4.5L4.2: Create oral presentations that	5.5L.4.2: Create engaging presentations
							Use language and	to aid comprehension.	EN I	grade.	such as pictures and objects, when sharing	maintain a clear focus,	maintain a clear focus,	maintain a clear focus,	that include multimedia components and visual
							vocabulary appropriate for audience and topic.	Use appropriate     Instrume, vocabulary	PRES		information to clarify	using various media when appropriate to	using various media when appropriate to	using multimedia to enhance the	displays when
	_						Provide a concluding	and sentence variety to	- 1		ideas, thoughts, and feelings.	clarify ideas, thoughts, and feelings.	emphasize or enhance certain facts or details.	development of main ideas and themes that	appropriate to enhance the development of
. 1	- 1						statement or section.	<ul> <li>Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic</li> </ul>	-	K.SL4.3: Give, restate,	1.5L4.3: Give and	2.5L4.3: Give and	3.5L4.3:	engage the audience. 4.5L4.3:	main ideas or themes. 5.5L4.3:
·									- E	and follow simple two-	follow three- and four-				
					1	1	1	appropriate to the topic	-	and follow simple two-	follow three- and four-	follow multi-step	Students are expected	Students are expected	Students are expected

#### SPEAKING AND LISTENING

Guiding Principles Students listes activity and communicate effectively for a variety of purposes, including for learning, enjoyment, persus the exchange of information and ideas. Students adjust their use of leappage to communicate effectively with a variety of audience and for affector purposes. Students develop an understanding of and respect for develops in lengage use, partners, and datarts on, and

#### SPEAKING AND LISTENING

There are five kay 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

Develop and apply effective communication skills through speaking and active listening KINDERGARTEN GRADE 1 GRADE 2 GRADE 3 GRADE 4 GRADE 5

In Speaking and Listening, students are expected to do the following: SL 1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and a

	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 affixes) to read accurately unfamiliar multi-syllab words in context.	roots and agrices) to read accurately unfamiliar multi-syllabie words in context.	c K.RV.2. sort pict	2: Identify and tures of objects	LRV.2.2: Define and cort words into	2.RV.2.2: identify relationships among words, including common synonyms and	3.RV.2.2: identify relationships among words, including synonyms, antonyms,	words. 4.RV.2.2: identify relationships among words, including more complex homographs,	5.RV.2.2: identify relationships among						appropriate to the topic, and audience. • Provide a concluding statement or section related	step directions.	step directions.	directions.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned arriviously.	to build upon a continue apply conventions le previoualy.
			LUENCY			colors, s opposite	tegories (e.g., shopes, res).	categories (e.g., antonyms, living things, synonyms).	antonyms, and simple									to the information or explanation presented.	MEDIA LITERAC	Y				
KINDERGARTEN	GRADE 1	nonstrate accuracy			GRADE 5				multiple-meaning words (e.g., change, duck).	homonyms, and multiple-meaning word (e.g., puzzle, fire).	antonyms, and multiple meanings.	e antonyms, homographs, metaphors, similes, and	K.W.3.3: Use words and	I 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal	2.W.3.3: Develop topic	s 3.W.3.3: Write narrati	e 4.w.3.3: Write narrativ	5.W.3.3: Write narrative	Guiding Principle: Stud	ents develop critical thin	king about the messages nd information, and they m media messages. Stud	received and created by i	nedia. Students recognize	ize that media an
K.RF.5: Read emergent- reader texts, maintaining an appropriate pace and	GRADE 1 1.RF.5: Orally read grade-level appropriate	2.RF.5: Orally read grade-level appropriate	GRADE 3 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and	4.RF.5: Orally read grade-level appropriat	GRADE 5 5.85.5: Orally read te grade-level appropriate or higher texts smoothly and					(e.g., puzzle, fire).		analogies.	pictures to narrate a single event or simple	for stories or poems, using precise words to describe characters and	for friendly letters, stories, poems, and	compositions in a variety of forms that -	compositions in a variety of forms that -	5.W.3.3: Write narrative compositions in a variety of forms that -	<ul> <li>experiences to construct reflective, and engages</li> </ul>	t their own meanings fro participants in society. <sup>h</sup>	m media messages. Stua	ents develop media litera	cy skills in order to becon	ome more inform
maintaining an appropriate pace and	or higher texts smoothly and	grade-level appropriate or higher texts smoothly and	or higher texts smoothly and	e grade-level appropriat or higher texts smoothly and	or higher texts smoothly and			LRV.2.3:			.l		story, arranging ideas in order.	actions and temporal	purposes that -	Establish an introduction (e.g.,	Establish an introduction with a	Develop the exposition	MEDIA LITERACY	participants in society."				
using self-correcting strategies while	accurately, with expression that	accurately, with expression that	accurately, with expression that	accurately, with expression that	accurately, with expression that	K.RV.2.: Standar	a: rd begins at sixth	CRV-2-3: Standard begins at sixth prade.	2.RV.2.3: Standard begins at sixth grade.	Standard begins at	4.RV.2.3: Standard begins at sixth grade.	5.RV.2.3: Standard begins at sixth grade.		words to signal event order, with ideas organized into a	<ul> <li>Include a beginning.</li> </ul>	situation, narrator, characters).	context to allow the	(e.g., describe the setting, establish the situation, introduce the narrator and/or characters).		kills listed in Media Liter	acy, students should be a	ble to meet the Learning	Outcome for Media Liter	eracy.
reading.	connotes comprehension at the	connotes comprehension at the	connotes comprehension at the	connotes comprehension at the	connotes comprehension at the	-			5.00C.				-	organized into a beginning, middle, and ending.	<ul> <li>Use temporal words to signal event order (e.g. first of all).</li> </ul>	Include specific     descriptive details and	reader to imagine the world of the event or experience.		- In Media Literacy, stud	ents are expected to do	he following:			
NG: Literature	independent level.	independent level.	independent level.	independent level.	independent level.							-	-			descriptive details and clear event sequences.		Develop an event sequence (e.g., conflict,	W	Develop an	VIL.1: LEARNING OUT	COME FOR MEDIA LI dia and the roles and	FERACY purposes of media	
e three key areas for	ind in the Reading: Liter	rature section for grade	K-5: Key Ideas and Te	xtual Support, Structur	al Elements and the Learning Outcome fi		4: Recognize htly occurring	LRV.2.4: Recognize and use frequently occurring	2.RV.2.4: Use a known root word as a clue to	3.RV.2.4: Use a known word as a clue to the	4.RV.2.4: Apply knowledge of word structure elements (e.g. suffices, prefices, common Greek and Loti offices and roots), know	5.RV.2.4: Apply knowledge of word , structure elements, known words, and word in patterns to determine meaning far word			<ul> <li>Provide details to describe actions, thoughts, and feelings.</li> </ul>	Include dialogue.	<ul> <li>Organize events that unfold naturally, using meaningful paragraphing and transitional words</li> </ul>	sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.	5 KINDERGARTEN	GRADE 1	GRADE 2 be 2.ML.1: Recognize th	GRADE 3	GRADE 4 4.ML1: Identify how	GRADE 5
: Literature.	or ideas, by demonstra	acing the skins listed in	ech section, students:	should be able to meet	the ceaning outcome in	- looks).	ntly occurring ons (e.g., look,	use frequently occurring effices, and roots and their inflections, as clues to the meaning of an unknown word.	root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is	S.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	structure elements (e.g. suffixes, prefixes,	, structure elements, known words, and word	-		Provide an ending	Connect ideas and events using introduction	and phrases.		various types of me	GRADE 1 1.ML.1: Recognize 1 role of the media in informing, persuadi entertaining, or transmitting culture	role of the media in informing, persuadin	GRADE 3 a S.ML1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	information found in electronic, print, and mass media is used to	information
ing: Literature, studer	nts are expected to do th RL.1: L	he following:				_		clues to the meaning of an unknown word.	same root, and identify when a common affix is added to a known word.	the same root, and identify when an affix i added to a known root	common Greek and Lati offixes and roots), know		3			events using introduction and transition words.	<ul> <li>Use dialogue and descriptive details to</li> </ul>	Use narrative techniques such as	- RNII	entertaining, or transmitting culture	entertaining, and transmitting culture.	entertaining, or transmitting culture.	mass media is used to inform, persuade, entertain, and transmit	mass media i inform, persu
	RL.1: U Read and compre	EARNING OUTCOM shend a variety of lit	FOR READING LIT erature independe	ERATURE ntly and proficientl	GRADE 5     S.RL1: Read and     comprehend a variety     of literature within a     range of complexity     s appropriate for grades     def. Butha and of model				added to a known word.	word.	words, and word patterns to determine meaning.	and Latin offixes and roots, parts of speech).	RATI			Provide an ending.	descriptive details to develop events and reveal characters' personalities, feelings,	techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of	3				entertain, and transmit culture.	it entertain, an culture.
KINDERGARTEN K.RL.1: Actively engage	GRADE 1 1.RL1: With support,	GRADE 2 2.RL1: Read and	GRADE 3 3.RL1: Read and	GRADE 4 4.RL1: Read and	GRADE 5 5.RL-1: Read and	_							NAF				and responses to situations.	or show the responses of characters to situations.	-	Recognize the pu	more of modio and	EDIA LITERACY the ways in which me	dia can have influen	nces
in group reading activities with purpose	GRADE 1 1.RL1: With support, read and comprehend literature that is grade- level appropriate.	2.RL1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade	comprehend a variety of literature within a	comprehend a variety of literature within a	comprehend a variety of literature within a	K.RV.2.5	5:	LRV.2.5:	2.RV.2.5: Consult	3.RV.2.5: Consult	4.RV.2.5: Consult	5.RV.2.5: Consult	-				Employ vocabulary with	Use precise and expressive vocabulary	KINDERGARTEN	GRADE 1 GRADE 1 LML2.1: Demonstri- understanding of me by asking and answe appropriate question about what is read, heard, or viewed.	GRADE 2 Ite 2.ML.2.1: Recognize t	GRADE 3 at 3.ML2.1: Distinguish for among the purposes of various media messages including for informatio	GRADE 4 4.ML2.1: Recognize claims in print, image, and multimedia and	GRADE 5 5.ML.2.1: Rev made in vario media and ev evidence used
and understanding.	level appropriate.	range of complexity appropriate for grades	range of complexity appropriate for grades	range of complexity appropriate for grades	range of complexity appropriate for grades de 4-5. By the end of grade		rd begins at grade.	itandard begins at second grade.	reference materials, both print and digital (e.g., dictionary), to determine or clarify the	reference materials, both print and digital	4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionory), to find the pronunciation and	5.RV.2.5: Consult reference materials, both print and digital d (e.g., dictionary, thesourus), to find the					sufficient sensory (sight, sound, smell, touch, taste) details to give clea pictures of ideas and	expressive vocabulary and figurative language for effect.	E common signs and i and identify comme	ogos understanding of me rcials by asking and answe	dia media can be sources ring information, as entertainment,	for among the purposes of various media messages	claims in print, image, and multimedia and identify evidence used to	made in vario media and ev
		2-3. By the end of grade 2, students interact	3. students interact	e way of the choice pro-	de la di die end di grade				(e.g., dictionary), to determine or clarify the	(e.g., dictionary), to determine or clarify the	(e.g., dictionary), to find the pronunciation and	d (e.g., dictionary, thesourus), to find the pronunciation and					pictures of ideas and events.	Provide an ending that     follows from the	- G or advertisements.	appropriate question about what is read, beard or viewed	entertainment, persuasion, interpretation of even	including for informatio entertainment, ts, persuasion, interpretation of events	<ul> <li>identify evidence used to support these claims.</li> </ul>	to evidence used these claims.
		and independently at the law end of the	with texts proficiently and independently.	and independently at	with texts proficiently and independently.	-			meanings of words and phrases.	meanings of words and phrases.	clarify the precise meanings of words and phrases.	clarify the precise	-				Provide an ending that	narrated experiences or	2	neard, or viewed.	and transmission of culture.	interpretation of events or transmission of		
		2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed the high end.	-						preases.	meanings of words and phrases.	-				follows the narrated experiences or events.	events.	-			culture.		
		the high end.		the high end.				RV.3: VO	ABULARY IN LITER	ATURE AND NONFIC	TION TEXTS								K.ML2.2: Standard begins in J grade.	1.ML2.2: Standard begins in fi grade.	2.ML.2.2: th Standard begins in fift grade.	3.ML2.2: Standard begins in fifth grade.	4.ML2.2: Standard begins in fifth grade.	5.ML2.2: Ider role of the me focusing peop attention on e
	<u> </u>	<u> </u>				- E KIN	Build appreciation	GRADE 1	GRADE 2	exts by determining or cl GRADE 3 3.RV.3.1: Determine how the author uses	arifying the meanings of GRADE 4	words and their uses GRADE 5	-						grobe.	grade.	grooe.	Auge.	31008.	attention on a
Build comprehen		TANDARD 2: KEY ID	accribing and making it	nferences about literary	elements and themes	- B K.RV.3.: ask and	DERGARTEN 1: With support, I answer	GRADE 1 L.RV.3.1: identify words and phrases in stories,	GRADE 2 2.RV.3.1: Recognize that authors use words	3.RV.3.1: Determine how the author uses	arifying the meanings of GRADE 4 4.RV.3.1: Determine how words and phrases	GRADE 5 5.RV.3.1: Determine how words and phrases	-						-					on issues.
KINDERGARTEN K.RL.2.1: With support,	GRADE 1 I.RL.2.1: Ask and	GRADE 2 2.RL 2.1: Ask and	GRADE 3 3.RL2.1: Ask and	Inferences about literary, GRADE 4 4.RL2.21: Refer to details and examples i a text when explaining t, what a text says explicitly and when r drawing inferences from the text.	elements and themes GRADE 5 S.R.L.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Question unknow	ins about yn words in	poems, or songs that suggest feelings or appeal to the senses	(e.g., regular beats, repeating lines, simile, alliteration,	how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral	provide meaning to works of literature, including figurative	provide meaning to works of literature,	Produce coho	rent and legible doc	W.4: THE W	RITING PROCESS	editing, and collabor	ating with others						
K.RL.2.1: With support, ask and answer questions about main tonics and key details in	answer questions about main idea and key	answer questions (e.g., who was the story	answer questions to demonstrate	details and examples i a text when explaining	in accurately from a text when explaining what a	- No stories, songs.	poems, or	appeal to the senses (touch, hearing, sight, taste, smell),	alliteration, onomatopoeia, idiams) to provide rhythm and	distinguishing literal	including figurative language (e.g., similes, metanbors, or	including imagery, symbolism, and figurative language	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	editing, and collabor GRADE 4 ig 4.W.4: Apply the writin	GRADE 5						
topics and key details in a text heard or read.	details in a text.	CRADE 2 2.RL2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate	understanding of a text referring explicitly to	t, what a text says explicitly and when	text says explicitly and when drawing	AND		wood, Smeny.	to provide rhythm and meaning in a story, poem, or song.	from nonliteral language, including figurative language	metaphors, or hyperbole).	figurative language (e.g., similes, metophors, hyperbole,	K.W.4: Apply the writin process to -	process to -	process to -	process to -	process to -	process to -						
		demonstrate	the answers.	from the text.	text.	- BO K.RV.3.	2: With support.	LRV.3.2: Ask and	2.RV.3.2: Determine the	(e.g., similes). 3.RV.3.2: Determine	4.RV-3.2: Determine the	or allusion). s. BV-3-2: Determine the	With support, revise writing by adding simple	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g.,	<ul> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic,</li> </ul>	Generate a draft by developing, selecting	Generate a draft by developing, selecting and organizing ideas relevant to topic,	<ul> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic,</li> </ul>						
		idea and key details in a text				ask and question	2: With support, I answer ins about in words in a	answer questions to help determine or	meanings of words and phrases in a nonfiction	(e.g., similes). 3.RV.3.2: Determine the meanings of general academic and content-specific words	meanings of general academic and content-	meaning of general arademic and contents	<ul> <li>With support, revise writing by adding simpli details; review (edit) writing for format and conventions (e.g., correct spelling of</li> </ul>	organize ideas relevant to topic, purpose, and	and organizing ideas relevant to topic,	developing, selecting and organizing ideas relevant to topic,	and organizing ideas relevant to topic,	and organizing ideas relevant to topic,						
K.RL.2.2: With support, retell familiar stories.	1.RL2.2: Retell stories, fables, and fairy tales in	2.RL2.2: Recount the beginning, middle, and	3.RL2.2: Retell folktales, fables, and ta	4.RL2.2: Paraphrase o	or 5.RL2.2: Determine a in theme of a story, play.	- Z unknow nonficti	vn words in a ion text.	clarify the meaning of words and phrases in a	text relevant to a second grade topic or	content-specific words and phrases in a	spacific words and phrases in a nonfiction t text relevant to a fourth	specific words and phrases in a nonfiction	conventions (e.g., correct spelling of	genre; revise writing to add details (e.g.,	purpose, and genre; revise writing, using t appropriate reference	purpose, and genre;	purpose, and genre;	purpose, and genre;						
retell familiar stories, poems, and nursery rhymes, including key	1.RL2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their	beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine	5.RL2.2: Retell folktales, fables, and ta tales from diverse cultures; identify the themes in these works.	4.RL2.2: Paraphrase of reteil the main events a story, myth, legend, or novel; identify the theme and provide evidence for the	or 5.RL2.2: Determine a 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			nonfiction text.	subject area.	nonfiction text relevant to a third grade topic	t text relevant to a fourth grade topic or subject	text relevant to a fifth grade topic or text.	simple words, capitalization of the firs word of the sentence).	sentence structure); edit	materials, by adding	writing, using appropriate reference materials (e.g., quolity	writing, using appropriate reference materials (e.g., quality	writing, using appropriate reference materials (e.g., quolity						
details.	demonstrate understanding of their	folktales from diverse cultures, and determine	themes in these works.	theme and provide evidence for the	characters respond to challenges or how the	0 K.RV.3.	a:	L.RV.3.3:	2.RV.3.3:	or subject area. 3.RV.3.3: Recognize the	<ul> <li>text relevant to a fourth grade topic or subject area.</li> <li>4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in</li> </ul>	5.RV.3.3: Analyze the		conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and	details (e.g., organization, sentence	of ideas, organization,	of ideas, organization,	materials (e.g., quality of ideas, organization,						
	central message or lesson.	their central message, lesson, or moral.		interpretation.	speaker in a poem reflects upon a topic; summarize the text.	<ul> <li>Standar grade.</li> </ul>	rd begins at third	standard begins at third grade.	Standard begins at third grade.	context.	meanings of proverbs, adages, and idioms in	meanings of proverbs, adages, and idioms in	• Use available technology to produce and publish writing.	basic capitalization, end	edit writing for format	<ul> <li>of ideas, organization, sentence fluency, word choice); and edit writin for format and conventions (e.g.,</li> </ul>	of ideas, organization, sentence fluency, word choice); edit writing for format and convention	of ideas, organization, sentence fluency, word choice); and edit writing for format and standard						
											context.	context		provide feedback to other writers.	organization, sentence structure, word choice, d edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback	, conventions (e.g., spelling, capitalization	(e.g., spelling, copitalization, usage,	English conventions.						
K.RL.2.3: identify important elements of the text (e.g., chorocters, settings, or	1.RL2.3: Using key details, identify and describe the elements of plot, character, and	2.8L.2.3: Describe how characters in a story respond to major events and how characters affect the	3.RL2.3: Describe characters in a story (e.g., their traits, motivations, or feelings and explain how their actions contribute to	4.RL2.3: Describe a character, setting, or event in a story or play	S.RL2.3: Describe two or more characters,								E	Use available	and provide feedback	to usage, punctuation).	punctuation).	Use technology to interact and collaborate						
characters, settings, or	of plot, character, and	events and how	motivations, or feelings	drawing on specific details in the text, and how that impacts the	or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they								Ē	technology to publish legible documents.	• Use available	Use technology to interact and collaborat	Use technology to     interact and collaborate	with others to publish legible documents.						
		plot.	actions contribute to the plot.	how that impacts the plot.	text, and how they impact the plot.	·							-	-	technology to publish legible documents.	interact and collaborat with others to publish legible documents.	<ul> <li>interact and collaborate with others to publish legible documents.</li> </ul>	-						
K.RL.2.4: Make	1.RL-2.4: Make and	2.RL2.4: Make	3.01.2.4	4.RL2.4:	5.RL2.4;																			
predictions about what will happen in a story.	1.RL-2.4: Make and confirm predictions about what will happen	2.RL2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they ware confirmed or not	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and	Students are expected to build upon and																			
	next in a story.	prior knowledge of text features, explaining	continue applying concepts learned	to build upon and continue applying concepts learned	to build upon and continue applying concepts learned								-											
		confirmed or not	previously.	previously.	previously.																			
	RL.3:	STRUCTURAL ELEM	NTS AND ORGANI	ZATION		i																		
Build compre KINDERGARTEN	hension and appreci GRADE 1 1.RL3.1: identify the basic characteristics of familiar narrative text genres (e.g., foiry toles,	GRADE 2	Ising knowledge of GRADE 3	f literary structure a GRADE 4	and point of view GRADE 5	-									STANDARD 5: TH	E RESEARCH PROCE	ss							
K.RL.3.1: Recognize familiar narrative text	1.RL3.1: Identify the basic characteristics of	2.RL3.1: Describe the overall structure of a	3.RL3.1: Use terms such as chapter, scene,	4.RL3.1: Explain majo differences between	r 5.RL3.1: Explain how a series of chapters,								W.5: Build KINDERGARTEN	GRADE 1	GRADE 2	and the topic under GRADE 3	study by conducting GRADE 4 4.W.5: Conduct short research on a topic.	GRADE 5						
genres (e.g., fairy tales, nursery rhymes,	familiar narrative text genres (e.g., foiry toles,	2.RL3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the	and stanza to refer to the parts of stories,	poems, plays, and prose, and refer to the	scenes, or stanzas fits together to provide the								K.W.3: With support, build understanding of	<ol> <li>W.5: With support,</li> <li>conduct simple research</li> </ol>	2.W.5: With support, h conduct short research	3.W.5: Conduct short research on a topic.	4.W.S: Conduct short research on a topic.	GRADE S S.W.S: Conduct short research assignments						
storybooks).	nursery rhymes, storybooks).	the story and the	plays, and poems; describe how each	structural elements of poems and drama.	overall structure of a particular story, play, or	·							topic using various sources.	on a topic.	on a topic.	Identify a specific top	ic • Identify a specific	and tasks on a topic.						
		ending concludes the action.	successive part builds on earlier sections.		d 5.RL3.2: Describe how	_							• Identify relevant	<ul> <li>Identify several sources of information and indicate the sources.</li> </ul>	<ul> <li>Find information on a topic of interest (e.g., cardinals).</li> </ul>	or question of interest (e.g., where did Benjam Harrison grow up?).	question to address (e.g. what is the history of the indy 500?).	With support, formulate a research						
K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the	1.RL3.2: Identify who is telling the story at various points in a text.	differences in the points of view of characters	personal point of view	contrast the point of	a narrator's or speaker'	3							2 appropriate texts, personal experiences, or	· · · · · · · · · · · · · · · · · · ·		Locate information in		formulate a research question (e.g., what were John Wooden's greatest contributions to college						
a story in telling the story.		action. 2.RL3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation	3.RL3.2: Distinguish personal point of view from that of the narrator or those of the characters.	4.RL3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	a narrator's or speaker' point of view influences how events are portrayed.								Pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic.	<ul> <li>Organze information, using graphic organizers or other aids. Make informal</li> </ul>	Identify various visual and text reference sources	reference texts, electronic resources, or	Use organizational features of print and digital sources to	posketpoli/j.						
		characters, usually enclosed in quotation		difference between first- and third-person									REP	Make informal presentations on		through interviews.	digital sources to efficiently to locate further information.	Identify and acquire     information through						
		RL4: CONNE	TION OF IDEAS	narracions.	-								AND	information gathered.	<ul> <li>Organize, summarize and present the information, choosing from a variety of forma</li> </ul>	Recognize that some sources may be more reliable than others.	Determine the reliability of the sources	information through reliable primary and secondary sources.						
Build comprehensi KINDERGARTEN	on and appreciation of liter GRADE 1	GRADE 2	gRADE 3	and analyzing how sensor GRADE 4 4.RL4.1: Describe how visual and multimedia presentations and representations can	gRADE 5								SING		a variety of forma	Record relevant		Summarize and paraphrase important						
		2.RL4.1: Use information gained	y elements and themes GRADE 3 3.RL4.1: 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	4.RL4.1: Describe how visual and multimedia	v 5.RL4.1: Analyze how visual and multimedia								HESI			Record relevant     information in their ow     words.	Summarize and organize information in their own words, giving credit to the source.	paraphrase important ideas and supporting details, and include direct quotations where						
describe the elationship between Ilustrations and the itory in which they	1.RL4.1: Use illustrations and details in a story to describe its characters, setting, or	information gained from the illustrations and words in a print or digital text to demonstrate	text's illustrations contribute to what is	presentations and representations can	visual and multimedia presentations and representations can								LINKS			Present the		appropriate, citing the						
tory in which they ppear.	events.	digital text to demonstrate	conveyed by the words in a story (e.g., create	enhance the meaning a text.	of enhance the meaning o a text.								NG,			information, choosing from a variety of forma	Present the research information, choosing from a variety of format	• Avoid plagiarism and						
		understanding of its characters, setting, or	ospects of a character										ESSI				from a variety of format	<ul> <li>Avoid plagtarism and follow copyright guidelines for use of images, pictures, etc.</li> </ul>						
RL4.2: With support,	1.RL.4.2: Compare and	plot. 2.RL4.2: Compare and	or setting). 3.RL4.2: Compare and	4.RL4.2: Compare and	d 5.RL.4.2: Compare and	1							, AS											
compare and contrast he adventures and experiences of	contrast the adventures and experiences of characters in stories.	contrast versions of the same stories from different authors, time periods, or cultures from around the world.	contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in heads form a series)	of similar themes and topics and patterns of	t contrast stories in the same genre on their approaches to similar								DING					<ul> <li>Present the research information, choosing from a variety of sources.</li> </ul>						
characters in familiar itories.	and sent in sweds.	periods, or cultures from around the world	same author about the same or similar	topics and patterns of events in stories, myth and traditional literature from differe	hs, themes and topics.								H I					from a variety of sources.						
			characters (e.g., in books from a series).	literature from differe cultures.	ant .								-											
			-											<u> </u>	1									
														Demonstr	W.6: CONVENTION rate command of th	S OF STANDARD ENG he conventions of st	andard English							
													KINDERGARTEN K.W.6.1: Demonstrate	GRADE 1 1.W.6.1: Demonstrate	GRADE 2 2.W.6.1: Demonstrate	GRADE 3 3.W.6.1: Demonstrate	GRADE 4 4.W.6.1: Demonstrate	GRADE 5 5.W.6.1: Demonstrate						
													command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,						
													focusing on:	focusing on:	focusing on:	focusing on: 3.W.6.1a: Nouns/Pronouns –	focusing on: 4.W.6.1a:	focusing on: 5.W.6.1a:						
													Nours/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.	Nouns/Pronouns – Writing sentences that	Nouns/Pronouns – Writing sentences usin er, abstract nouns (e.g.,	Nouns/Pronouns - Writing sentences that	Nouns/Pronouns -						
													plural nouns (e.g.,	proper nouns and parsonal processor	Would yronours – Writing sentences that include common, prop possessive, and collect nouns, irregular plural nouns, and personal ar	er, abstract nouns (e.g., ive hope, thought).	Writing sentences that include relative pronous (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and	s Students are expected to build upon and continue applying conventions						
													aograoga, catreats).	personal pronouns.	nouns, irregular plural nouns, and personal ar possessive pronouns.	nd	myself, ourselves) and explaining their function	applying conventions learned previously.						
													GV KW.6.1b: Verbs -	1.W.6.1b: Verbs -	2.W.6.1b: Verbs -	3.w.6.1b: Verbs -	explaining their function in the sentence. 4.W.6.1b: Verbs –	5.W.6.1b: Verbs -						
														tabiling contenant using	a substitute containers the	at Writing sentences that	· Writing sentences that	Writing sentences that						
													Writing sentences that include verbs.	verbs to convey a sense	use the past tense of	use regular and irregula	ar use the progressive vert	use the perfect (e.g., /						
													ONE include verbs.	1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.	<ul> <li>Writing sentences the use the past tense of frequently occurring irregular verbs.</li> </ul>	at Writing sentences that use regular and irregular verbs and simple verb tenses to convey verice convey verice tenses to convey verice tenses to convert tenses to converice tenses to convert tenses tenses t	Writing sentences that use the progressive verticenses.     Pecognizing and	use the perfect (e.g., / have walked, / had walked, / will have						
													Include verbs.	verbs to convey a sense of past, present, and future.	<ul> <li>Writing terrelated to use the past tense of frequently occurring irregular verbs.</li> <li>Understanding the functions of different types of verbs (e.g., action, linking) in</li> </ul>	use regular and irregula verbs and simple verb tenses to convey varios times, sequences, state and conditions.	ar use the progressive vert tenses. 41 • Recognizing and 55, correcting inappropriate shifts in verb tense. • Using modal auxiliarie (e.g., con, may, must).	<ul> <li>Writing sentences that use the perfect (e.g., / have walked, / had wasked, / will have wasked, / will have wasked, will have wasked, web tenses.</li> <li>Correctly using vebs that are often misused (e.g., lie/lay, sit/set,</li> </ul>						

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[1] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[2] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[3] 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

[4] 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[5] "4.W.3.3: Write narrative compositions in a variety of forms that -

- 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 meaningful paragraphing and transitional words and phrases.
- · Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- · Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.

· Provide an ending that follows the narrated experiences or events."

[6] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[7] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

# [8] "4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

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

[9] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

[10] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[11] "4.W.6.2b: Punctuation -

- · Correctly using apostrophes to form possessives and contractions.
- · Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence."

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

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.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.

[13] 4.SL.1: 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.

4.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.

4.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 support reflection and response to literature and nonfiction texts.

[14] 4.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.

[15] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[16] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[17] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[18] "4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- · Recognizing and correcting inappropriate shifts in verb tense.

· Using modal auxiliaries (e.g., can, may, must)."

[19] "4.W.3.2: Write informative compositions on a variety of topics that -

- · Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- · Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- · Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- · Use language and vocabulary appropriate for audience and topic.
- · Provide a concluding statement or section."

[20] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[21] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[22] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[23] 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[24] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[25] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[26] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[27] 4.W.5: Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.

• Present the research information, choosing from a variety of formats.

[28] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[29] 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[30] 4.W.6.2b Punctuation -

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

[31] 4.SL.1: 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.

4.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.

[32] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.SL.1: 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.

4.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.

4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually,

quantitatively, and orally.

[33] 4.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.'

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

[34] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[35] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[36] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

[37] "4.W.6.1b: Verbs -

- $\cdot$  Writing sentences that use the progressive verb tenses.
- · Recognizing and correcting inappropriate shifts in verb tense.
- · Using modal auxiliaries (e.g., can, may, must)."

[38] "4.W.3.1: Write persuasive compositions in a variety of forms that -

- $\cdot$  In an introductory statement, clearly state an opinion to a particular audience.
- $\cdot$  Support the opinion with facts and details from various sources, including texts.
- · Use an organizational structure to group related ideas that support the purpose.
- · Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section related to the position presented."

[39] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[40] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[41] 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

[42] 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[43] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[44] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

## [45] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[46] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/ subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[47] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[48] "4.W.6.2b: Punctuation –

- · Correctly using apostrophes to form possessives and contractions.
- · Correctly using quotation marks and commas to mark direct speech.
- · Using a comma before a coordinating conjunction in a compound sentence."

[49] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.SL.1: 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.

4.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.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.SL.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.

[50] 4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

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

4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.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.

4.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 support reflection and response to literature and nonfiction texts.

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

4.SL.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.

4.SL.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 structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

[52] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar

multi-syllabic words in context.

[53] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[54] 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[55] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[56] "4.W.3.3: Write narrative compositions in a variety of forms that -

- 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 meaningful paragraphing and transitional words and phrases.
- · Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- · Provide an ending that follows the narrated experiences or events."

[57] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[58] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[59] 4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

[60] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[61] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[62] 4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[63] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[64] 4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

[65] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/ subheadings, font/format) to determine the meanings of unknown words.

4.SL.1: 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.

4.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.

4.SL.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.

4.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 support reflection and response to literature and nonfiction texts.

4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[66] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

"4.W.6.1b: Verbs -

- $\cdot$  Writing sentences that use the progressive verb tenses.
- · Recognizing and correcting inappropriate shifts in verb tense.
- · Using modal auxiliaries (e.g., can, may, must)."

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

4.SL.1: 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.

4.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.

[68] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[69] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[70] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

[71] "4.W.6.1b: Verbs -

- $\cdot$  Writing sentences that use the progressive verb tenses.
- $\cdot$  Recognizing and correcting inappropriate shifts in verb tense.
- · Using modal auxiliaries (e.g., can, may, must)."

[72] "4.W.3.2: Write informative compositions on a variety of topics that -

- Provide an introductory paragraph with a clear main idea.
- · Provide supporting paragraphs with topic and summary sentences.
- · Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- · Connect ideas using words and phrases.
- · Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- · Use language and vocabulary appropriate for audience and topic.
- · Provide a concluding statement or section."

[73] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[74] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[75] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

#### [76] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[77] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[78] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

#### [79] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[80] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[81] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[82] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

4.SL.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.

4.SL.1: 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.

4.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.

4.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 support reflection and response to literature and nonfiction texts.

[83] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

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

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

4.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.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.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.

4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

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

4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

4.SL.1: 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.

4.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.

4.SL.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.

[85] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[86] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[87] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

[88] 4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[89] "4.W.3.2: Write informative compositions on a variety of topics that -

- Provide an introductory paragraph with a clear main idea.
- · Provide supporting paragraphs with topic and summary sentences.
- · Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- · Connect ideas using words and phrases.
- · Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- · Use language and vocabulary appropriate for audience and topic.
- · Provide a concluding statement or section."

[90] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[91] 4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

[92] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

[93] 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

#### [94] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
Use technology to interact and collaborate with others to produce and publish legible documents.

[95] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

#### [96] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[97] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[98] 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of

events, ideas, concepts, or information in a text or part of a text.

[99] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

4.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 support reflection and response to literature and nonfiction texts.

"4.W.6.1b: Verbs -

- $\cdot$  Writing sentences that use the progressive verb tenses.
- · Recognizing and correcting inappropriate shifts in verb tense.
- · Using modal auxiliaries (e.g., can, may, must)."

[100] "4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

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

"4.W.6.1b: Verbs –

- $\cdot$  Writing sentences that use the progressive verb tenses.
- $\cdot$  Recognizing and correcting inappropriate shifts in verb tense.
- · Using modal auxiliaries (e.g., can, may, must)."

[101] 4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

4.SL.1: 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.

4.SL.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.

4.SL.3.2: Identify and use evidence a speaker provides to support particular points.

4.SL.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 structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[102] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[103] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[104] 4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

[105] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[106] "4.W.3.3: Write narrative compositions in a variety of forms that -

- 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 meaningful paragraphing and transitional words and phrases.
- · Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- · Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events."

[107] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[108] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[109] 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[110] "4.W.6.1b: Verbs -

- · Writing sentences that use the progressive verb tenses.
- · Recognizing and correcting inappropriate shifts in verb tense.
- · Using modal auxiliaries (e.g., can, may, must)."

## [111] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish logible documents

• Use technology to interact and collaborate with others to produce and publish legible documents.

[112] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[113] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[114] 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

[115] 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[116] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[117] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

[118] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot

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

4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

4.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.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.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.

4.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 support reflection and response to literature and nonfiction texts.

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

level.

4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

4.SL.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 structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

[121] 4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

[122] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[123] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[124] 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

[125] 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[126] "4.W.3.1: Write persuasive compositions in a variety of forms that -

- In an introductory statement, clearly state an opinion to a particular audience.
- $\cdot$  Support the opinion with facts and details from various sources, including texts.
- $\cdot$  Use an organizational structure to group related ideas that support the purpose.
- $\cdot$  Connect opinion and reasons using words and phrases.
- · Provide a concluding statement or section related to the position presented."

[127] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[128] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[129] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

#### [130] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[131] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

## [132] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[133] 4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

[134] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

[135] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

## [136] "4.W.6.2b: Punctuation -

- · Correctly using apostrophes to form possessives and contractions.
- · Correctly using quotation marks and commas to mark direct speech.
- · Using a comma before a coordinating conjunction in a compound sentence."

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

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.SL.1: 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.

4.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.

4.SL.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.

4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[138] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.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.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

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

4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.SL.1: 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.

4.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.

4.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 support reflection and response to literature and nonfiction texts.

4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[140] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[141] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, and multiple meanings.

[142] 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[143] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[144] "4.W.3.2: Write informative compositions on a variety of topics that -

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- · Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- $\cdot$  Connect ideas using words and phrases.
- · Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- · Use language and vocabulary appropriate for audience and topic.
- · Provide a concluding statement or section."

[145] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[146] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[147] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[148] 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

#### [149] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[150] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[151] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[152] 4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

## [153] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[154] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[155] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

- [156] "4.W.6.2b: Punctuation -
- $\cdot$  Correctly using apostrophes to form possessives and contractions.
- · Correctly using quotation marks and commas to mark direct speech.
- · Using a comma before a coordinating conjunction in a compound sentence."

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

4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.SL.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.

4.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.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.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 support reflection and response to literature and nonfiction texts.

[158] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.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.

4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

[159] 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

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

4.SL.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.

[160] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.

[161] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[162] 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

[163] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

## [164] 4.W.3.2

Write informative compositions on a variety of topics that -

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic. Provide a concluding statement or section.

[165] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[166] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[167] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[168] 4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

## [169] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

[170] 4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

[171] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[172] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[173] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[174] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[175] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[176] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.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.

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

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

• Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.2b Punctuation -

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

## 4.W.3.2

Write informative compositions on a variety of topics that -

- b. Provide supporting paragraphs with topic and summary sentences.
- c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- d. Connect ideas using words and phrases.
- •f. Use language and vocabulary appropriate for audience and topic.
- g. Provide a concluding statement or section.

# [177] 4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

• Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1b Verbs -

• Writing sentences that use the progressive verb tenses.

- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must).

4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.