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

	K-5 Literacy Curriculum Map and Resources					
Teacher Resources	Student Resources	Curriculum Map Helpful Hints				
Teacher's Guide - A comprehensive guide that provides support and resources for instructional planning . There are multiple volumes depending on the grade level and they are available in print and online.	myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.	Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template. Modules - units of study with three weeks of lessons that start with a launch activity to build background				
Teaching Pal - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice &	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.	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. Lessons - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing				
Note signposts and scaffolded support to use during instruction.	Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) - well-loved literature	workshop (including language development). Ed: Your Friend in Learning - online learning system that provides program resources (for students				
Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With	connected to module topics and serve as focal text for writer's workshop.	and teachers), instructional tools, and management of assignments and assessments. Priority Standards and Essential Skills - these are the important skills that students should know and				
the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.	Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.	be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).				
Teacher Resource Book - A collection of Printables for student application of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.	Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.	Common Assessments - At the end of each module there is a Module Assessment . These will serve as the common assessments for Year 1 of implementation. All K-5 students will take this assessment during the designated week of instruction.				
Guiding Principles and Strategies - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.	Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context. Sound/Spelling Cards (Grades 1-2 only) - large-	SPECIAL NOTES: Grades 3-5 Teachers: Critical ILEARN and IREAD-3 standards and skills are bolded 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 module.				
BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use	format instruction cards with pictures and multiple spelling combinations.					
during instruction.	Kindergarten Only - alphafriend cards/videos and alphabet cards.					
Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.						

		MSD of Pike Township Rea	ading Curriculum Map - Grade 5		
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	5.RF.4.6 [1] Use knowledge sound	5.RV.2.4 Critical ILEARN Standards: 5.RV.2.1 5.RV.3.2 [8] Use context clues to determine the	5.RL.2.1 [3] 5.RL.3.2 [6] 5.RN.2.3 [7] Critical ILEARN Standards: 5.RL.2.2, 5.RL.2.3, 5.RL.4.2, 5.RN.2.1, 5.RN.2.2 [9]	5.W.6.1.e [4] Write simple, compound, and	5.W.3.2 Apply the writing process.
Essential Skills: SWBAT (Students will be able to) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.	correspondence and syllaballication patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Read smoothly and accurately with expression to show I understand text.	meaning of unknown words. Use text features to determine the meaning of unknown words. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words. Determine the meaning of words and phrases in a nonfiction text.	nonfiction text using 2 or more central idea (main idea) and key details. Describe characters, settings, or events in a story or play using specific details from a text. Determine the theme of a story by using evidence from the text. Explain how a character's response to challenges in a text impact the theme. Accurately quote a text to support my inferences. Describe how the narrator's or speaker's point of view affects how events are described. Explain how scientific ideas are connected in a nonfiction text and use information from the text to explain relationships between events or ideas. Use information from the text to explain relationships between events or ideas.	complex, declarative, interrogative, imperative, and exclamatory sentences.	Write an informative composition on a topic. Write an introduction. Organize sentences and paragraphs logically. Include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic. Connect ideas using transition words. Include text features and multimedia when useful. Use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone. Use appropriate language, vocabulary, and sentence variety for my topic and audience.
Topics	All short vowels and long (a,e,i,o) Accuracy, self correction & reading rate	Roots: phon, meter, photo, auto, bio vis, aud Prefixes: ex-, e-, ir-, il-Context clues	Inventors at Work! Narrative Nonfiction Realistic Fiction Magazine Article Informational Text Science Fiction/Fantasy	Complete sentences Kinds of sentences Compound sentences	Write a conclusion. Informational Text Writing process Prompt: Today, in living rooms and labs, people are inventing. Think about an inventor you learned about. Write an expository essay about how the inventor had to work hard to make the idea for an invention a reality.

	MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lesson 1-5 Decoding: words with shorts vowels Fluency: reading rate Lessons 6-10 Decoding: long a and e Fuency: accuracy and self correction Lessons 11-15 Decoding: long i and o Fluency: phrasing	Lessons 1-5 locomotives, phonograph, sputtered, flop, incandescent, cylinder, patents, chugged, and gadgets Lessons 6-10 irrigate, inspector, photographed, prestigious, auditorium, and impoverished (context clues) maneuver, specialized, elite, objective, traditional Lessons 11-15 impulse, passionate, distinguished, eccentric, circumstances, evidently, acceleration, prototype, contribution, conceived (reference material)	Lessons 1-5 Retell/summarize Central (Main) idea Author's purpose Point of view Theme Lessons 6-10 Monitor and clarify Central (Main) idea Text structure: cause and effect and sequence Lessons 11-15 Make inferences Literary elements Author's craft: voice Author's purpose	Lessons 1-5 Complete sentences Sentence fragments, run-ons, and comma splices Writing Sentences Lessons 6-10 Declarative and interrogative sentences Imperative and exclamatory sentences Identify and use the different kinds of sentences Lessons 11-15 Complete subjective and predicates Subject-verb agreement Compound sentences	Lessons 1-5 Introduce focal text The read Vocabulary The writing process Prewriting: Informational essays Lessons 6-10 Begin drafting an informational essay Organizational strategies Complete the draft Revising I: Elaboration and organization Revising II: Conferencing and using different kinds of sentences Lessons 11-15 Continue writing informational essays Revising III: Incorporating feedback Editing I: Grammar, usage, and mechanics Editing II: 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 Required: Module Assessment (online)		
Pacir	ng Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	August 17-21	Lessons 1-5	5.RF.5, 5.SL.1, 5.SL.2.1, 5.SL.2.2 [10]	Government Must Fund Inventors Inventor's Secret Winds of Hope Wheelchair Sports: Hang	Weekly Assessment		
Week 2	August 24-28	Lessons 6-10	5.RF.5, 5.SL.1, 5.SL.2.1, 5.SL.2.2 [11] 5.RV.2.5, 5.SL.3.2, 5.SL.4.1, 5.SL.4.2, 5.	Glider to Wheeler-Dealer	Weekly Assessment		
Week 3	August 31 - September 4	Lessons 11-15	RN.4.2 [12]	Captain Arsenio	Weekly Assessment		
Week 4	September 8-11 (4-day)	Remediation/Enrichment			Required Module Assessment		

Module 2	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards Critical ILEARN and IREAD-3 tandards are BOLDED, however, if e standard is not a priority for THIS odule, it appears separate as it is a spiral or supplemental standard. TALICIZED standards indicate that this is the last time assessed and.	5.RF.4.6 [13] 5.RF.5 [18]	5.RV.2.2 [14] 5.RV.2.4 [19] Critical ILEARN Standards: 5.RV. 2.1, 5.RV.3.2 [25]	5.RL.2.1 [15] 5.RL.3.1 [20] 5.RV.3.1 [23] Critical ILEARN Standards: 5.RL.2.2, 5.RL.2.3, 5.RL.4.2 [26]	5.W.6.1 a [16] 5.W.6.1 b [21] 5.W.6.2 a [24]	5.W.4 [17] 5.W.3.3 [22]
Essential Skills: SWBAT (Students will be able to) NDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.	Use knowledge sound correspondence and syllaballication patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Read smoothly and accurately with expression to show I understand text.	Use context clues to determine the meaning of unknown words. Identify relationships among words including multiple meanings, synonym, antonyms, homographs, metaphors, similes, and analogies. Use words origins, affixes, roots, known words and word patterns to determine meanings of words. Use text features to determine the meaning of unknown words. Determine the meanings of words and phrases in a nonfiction text.	Explain what a text says explicitly using quotes from the text. Make inferences from a text by using quotes from the text. Describe characters, settings, or events in a text using specific details in a text. Describe how the characters events and settings affect the plot. Explain how a series of chapters, scenes, or stanzas fit together to provide the structure of a story, play, or poem. Compare and contrast stories that have similar themes or topics. Determine how imagery, symbolism, hyperbole, and figurative language provide meaning in a work of literature. Determine the theme of a story, play, or poem by using evidence from the text. Explain how a character's response to challenges in a text impact the theme. Summarize a story, play, or poem in my own words.	Recognize and use common and proper nouns in reading and writing.	Apply the writing process. Write narrative compositions. Develop the exposition and sequence of events. Use dialogue, description and pacing to develop experiences, events, and character. Use expressive vocabulary and figurative language for effect. Write an ending.

Module 2	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Topics	Words with /oo/,/yoo/, /ou/,/o/, /oi/ r-controlled vowels: /or/, /ar/ Expression and intonation	Prefixes: bio-, un-, non-, dis-, re-, pre-, post-, fore- Suffixes: -y, -ly, -ily, -ful, -ness, -less, -ment Antonyms and synonyms	What a Story! Fantasy/Adventure Folktale Play Myth Poetry	Common and proper nouns Singular and plural nouns Verbs	Narrative writing Writing process Prompt: There are many different ways to tell a story. Think of all the different kinds of fiction that you have read. Write a story a character on a journey to discover something. Choose a subgenre for your story.
Lesson Content	Lessons 1-5 Decoding: /oo/ and /yoo/ Fluency: expression Lessons 6-10 Decoding: /ou/, /o/, and /oi/ Fluency: accuracy and self- correction Lessons 11-15 Decoding: r controlled vowels /or/ and /ar/ Fluency: intonation	Lessons 1-5 panic,favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies(antonyms and synonyms) Lessons 6-10 mysterious,matted, tendrils, fastenings, awakening (antonyms and synonyms) witness, presiding, attempted, restrain, contempt Lessons 11-15 seized, hesitate, watchful, scrawled, ditty, refrain, restless(context clues)	Lessons 1-5 Text and graphic features Synthesize Literary elements-characters Figurative language Lessons 6-10 Visualize Literary elements Figurative language Elements of drama Lessons 11-15 Ask and answer questions Elements of poetry Author's purpose Theme	Lessons 1-5 Common and proper nouns Capitalizing proper nouns Lessons 6-10 Plural nouns Regular and irregular plural nouns Collective nouns Lessons 11-15 Linking and action verbs Main and helping verbs Verb tenses	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft I Lessons 6-10 Draft II: narrative structure Draft III: complete the draft Revise I: organization and elaboration Revise II: include dialogue Revise III: conferencing Lessons 11-15 Revise IV: develop interesting characters Editing I: grammar usage and mechanics Editing II: 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 Required: Module Assessment (online)
Pacin	g Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	September 14-18	Lessons 1-5	5.SL.2.2, 5.ML.1, 5.SL.1, 5.SL.2.4 [27]	Many Ways to Tell a Story Airborn	Weekly Assessment
Week 2	September 21-25	Lessons 6-10	5.RL.2.1, 5.SL.2.2, 5.SL.2.3 [28]	The Secret Garden The Miracle of Spring	Weekly Assessment
Week 3	September 28 - October 2	Lessons 11-15	5.RF.5, 5.SL.2.3, 5.W.1, 5.SL.2.1, 5.SL. 2.2, 5.SL.4.1, 5.SL.4.2 [29]	The Poem That Will Not End	Weekly Assessment
Week 4	October 5-9	Remediation/Enrichment			Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 5							
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing			
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.		5.RV.2.2 [31] 5.RV.2.4 [35] Critical ILEARN Standard: 5.RV. 2.1, 5.RV.3.2 [42]	5.RN.2.3 [32] 5.RN.3.1 [36] 5.RN.3.2 [38] 5.RN.3.3 [40] 5.RN.4.2 [41] Critical ILEARN Standards: 5.RN.2.1, 5. RN.2.2 [43]	5.W.6.1e [33]	5.W.3.1 [34] 5.W.4 [37] 5.W.5 [39]			

MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing	
Topics	r- controlled vowels: /ur/ and /ir/ Compound words VCCV syllable division pattern Expression, phrasing, and reading rate	Roots: -graph, -gram, rupt, -fer, Suffixes:-less, -log, -logist Prefixes: inter-, com-, con-, cor- Multiple-meaning words Context clues Antonyms/Synonyms	Natural Disasters! Narrative nonfiction Realistic fiction Persuasive text Informational video	Direct objectives Indirect objectives Coordinating conjunctions Subordinating conjunctions Complex sentences	Persuasive writing Writing process Prompt: Using persuasion is much more powerful than fighting. Think about the times you struggled to get your way. Did you yell or reasonably explain your idea. Write a persuasive essay stating what you would do if a natural disaster destroyed your town. Stay or go?	
Lesson Content	Lessons 1-5 Decoding: r- controlled vowels /ur/ and /ir/ Fluency: expression Lessons 6-10 Decoding: compound words Fluency: phrasing Lessons 11-15 Decoding: VCCV syllable division pattern Fluency: rate	Lessons 1-5 widespread, conferring, consequences, evacuation, alarming, victim, seismographs, reservoir Lessons 6-10 prior, magnitude, literally, maintenance, destruction, triggered, thrust, radiate, parallel, lateral, modified Lessons 11-15 track, eventually, regions, category, mobile, anchored, foundations, surge	Lessons 1-5 Author's craft (word choice) Make and confirm predictions Text structure: sequence Figurative language:sensory words Content-area words Lessons 6-10 Retell/Summarize Media techniques Author's craft (word choice) Central idea Lessons 11-15 Text and graphic features Content area words Text structure: cause and effect	Lessons 1-5 Direct object Compound direct objects Indirect objects Lessons 6-10 Coordinating conjunctions: and, but, or Combining sentences and ideas Subordinating conjunctions Lessons 11-15 Complex sentences with conjunctions Dependent and independent clauses Correlative conjunctions	Lessons 1-5 Priming the students and text The read Vocabulary Prewriting Lessons 6-10 Begin drafting an persuasive essay Organizational strategies Complete the draft Revising I: elaboration and organization Revising II: conferencing and using different kinds of sentences Lessons 11-15 Continue writing persuasive essays Revising III: incorporating feedback Editing I: grammar, usage, and mechanics Editing II: 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 Required: Module Assessment (online)	
Paci	ing Guidance	Lessons	Additional Standards	Text	Assessment	
Week 1	October 12-16	Lessons 1-5	5.SL.2.1, 5.SL.2.2 [44] 5.W.1, 5.SL.2.1, 5.SL.2.2, 5.SL.3.1, 5.SL.	Eruption! Volcanoes and the Science of Saving Lives Who Studies Natural Disasters Between the Glacier and the Sea:	Weekly Assessment	
Week 2	October 26-30	Lessons 6-10	4.2, 5.ML.1 [45]	The Alaska Earthquake Hurricanes: The Science Behind	Weekly Assessment	
Week 3	November 2-6	Lessons 11-15	5.SL.2.2, 5.SL.4.1, 5.RN.3.3, 5.RN.4.2 [46]	Killer Storms	Weekly Assessment	
Week 4	November 9-13	Remediation/Enrichment			Required Module Assessment	

	MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 4	<u>Foundations</u>	Vocabulary	Reading	<u>Language</u>	Writing		
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.		5.RV.2.2 [48] 5.RV.2.4 [52] Critical ILEARN Standards: 5.RV. 2.1, 5.RV.3.2 [61]	5.RL.2.1 [49] 5.RL.3.2 [53] 5.RN.2.3 [56] 5.RN.3.3 [59] 5.RN.4.2 [60] Critical ILEARN Standards: 5.RL.2.3, 5.RN. 2.2 [62]	5.W.6.1 b [50] 5.W.6.1 e [54] 5.W.6.2 b [57]	5.W.3.2 [51] 5.W.4 [55] 5.W.5 [58]		
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 context clues to determine the meaning of unknown words. Determine the meanings of words and phrases in a nonfiction text. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words. Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies. Use text features to determine the meaning of unknown words Identify relationships among words.	Explain what a text says explicitly using quotes from the text. Make inferences from a text by using quotes from the text.ldentify the main ideas of a nonfiction text. Explain how key details support the main ideas in a nonfiction text. Describe characters, settings, or events in a story using specific details from a text. Describe how the characters, events, and settings affect the plot. Use information from the text to explain relationships between events or ideas. Describe how the narrator's or speaker's point of view affects how events are described. Summarize a nonfiction text using main ideas and key details. Combine information from multiple texts and digital sources. Demonstrate my knowledge about a subject by including information from several texts and digital sources. Explain how historical events are connected in a nonfiction text.	Recognize and use present, past, and future tense verbs in writing. Write using the perfect verb tense. Write using verbs correctly. Recognize and use interjections correctly in writing. Recognize and use quotations/dialogue in writing. Recognize and use proper subject/object pronouns in writing.	Conduct short research on a topic. Apply the writing process. Write informative compositions on a variety of topics. Write an introduction. Organize sentences and paragraphs logically. Include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic. Connect ideas using transition words. Include text features and multimedia when useful. Use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone. Use appropriate language, vocabulary, and sentence variety for my topic and audience. Write a conclusion.		

	MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 4	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Topics	VCV syllable division pattern VCCCV syllable division pattern VV syllable division pattern Intonation, accuracy and self-correction,& expression	Prefixes: mid-, inter-, trans-,mis-,mal- Suffixes: -al, -ic,-able,-ous,-ious,-ible Homophones and homographs	Wild West! Informational text Magazine article Media: iVdeo Historical fiction	Direct quotations Interjections Subject and object pronouns Verb tenses	Informational Letter Writing process Prompt: The people who moved west in the 1850s had much to learn. Think about what a person moving west might need to know. Write a letter to a historical society requesting information about what it was like to travel west back then.		
Lesson Content	Lessons 1-5 Decode: VCV syllable division patterns Fluency: intonation Lessons 6-10 Decode: VCCCV syllable division patterns Fluency: accuracy and self-correction Lessons 11-15 Decode: VV syllable division patterns Fluency: expression	Lessons 1-5 typical, hardships, posts, slogans, knowledge, consisted, patriotic, handy Lessons 6-10 employed, celestial, sacrifice, complaint, homestead, primary, domain, residence, ideology Lessons 11-15 frolics, stubble,dainty, plod, proportions, thresh, regaled, indispensable, oblivious	Lessons 1-5 Text structure: sequence & problem/solution Synthesize Central (Main) idea Author's craft Lessons 6-10 Monitor and clarify Central (Main) idea Text structure Media technique Lessons 11-15 Visualize Literary elements Point of view Varieties of English	Lessons 1-5 Quotation Text quotation Interjection Dialogue Lessons 6-10 Subject and object pronouns Pronoun antecedent agreement Lessons 11-15 Present and past tense Future tense Consistent use of tenses	Lessons 1-5 Priming the students and text The read Vocabulary Prewriting Lessons 6-10 Begin drafting an informational letter Organizational strategies Complete the draft Revising I: elaboration and organization Revising II: conferencing and using different kinds of sentences Lessons 11-15 Continue writing informational letter Revising III: incorporating feedback Editing I: grammar, usage, and mechanics Editing II: peer proofreading Publishing and sharing		
Assessments		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 Required: Module Assessment (online)		
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	November 16-20	Lessons 1-5	5.W.1, 5.SL.1, 5.SL.2.1, 5.SL.2.5 [63]	Reasons for Western Expansion Explore the Wild West!	Weekly Assessment		
Week 2	November 30 - December 4	Lessons 6-10	5.RF.1, 5.SL.2.1, 5.SL.2.2, 5.ML.2.2 [64]	Explore the Wild West! Homesteading	Weekly Assessment		
Week 3	December 7-11	Lessons 11-15	5.RF.5, 5.W.1, 5.SL.1, 5.SL.3.2, 5.SL.4.1 [65]	A Pioneer Sampler	Weekly Assessment		
Week 4	December 14-17 (4-day)	Remediation/Enrichment			Required Module Assessment		

MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing	
	5.RF.4.6 [66]	5.RV.2.2 [67]	5.RL.3.1 [68]	5.W.6.1 b [69]	5.W.3.1 [70]	
Priority Standards Critical ILEARN and IREAD-3	5.RF.5 [71]	5.RV.2.4 [72]	5.RN.2.1 [73]	5.W.6.1 e [74]	5.W.4 [75]	
standards are BOLDED ; however,			5.RN.2.3 [76]		5.W.5 [77]	
if the standard is not a priority for THIS module, it appears separate			5.RN.3.1 [78]			
as it is a spiral or supplemental			5.RN.3.2 [79]			
standard.			5.RN.4.2 [80]			
ITALICIZED standards indicate that			5.RV.3.1 [81]			
this is the last time assessed and, therefore, mastery is expected.		Critical ILEARN Standards: 5.RV. 2.1, 5.RV.3.2 [82]	Critical ILEARN Standards: 5.RL.2.3, 5.RN.2.2, 5. RN.4.1 [83]			

MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing	
Essential Skills: SWBAT (Students will be able to) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.	Use knowledge sound correspondence and syllaballication patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Read smoothly and accurately, with expression to show that I understand what I am reading.	Use context clues to determine the meaning of unknown words. Identify relationships among words including multiple meanings, synonym, antonyms, homographs, metaphors, similes, and analogies. Use words origins, affixes, roots, known words and word patterns to determine meanings of words. Use text features to determine the meaning of unknown words.	Identify, explain, and summarize a nonfiction text using 2 or more central (main) idea and key details. Explain what a text says explicitly using quotes from the text. Make inferences from a text by using quotes from the text. Explain how an author uses reasons and evidence to support a claim. Explain how scientific ideas are connected in a nonfiction text and use information from the text to explain relationships between events and ideas. Explain how a series scenes fits together to provide the overall structure of a particular story. Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. Determine how imagery, symbolism, and figurative language provide meaning in a work of literature. Combine information from multiple texts and digital sources. Demonstrate my knowledge about a subject by including information from several texts and digital sources. Explain how the reasons and evidence support the particular points in the text. Identify which reasons and evidence support each claim. Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text.	Use past, present, and future tense regular and irregular verbs in writing. Use correct punctuation in compound and complex sentences in writing. Use commas w/direct address and flag questions in writing. Identify and use transitions in writing	Conduct short research on a topic. Apply the writing process. Write a persuasive compositions in a variety of forms. Clearly present a position in an introductory statement to an identified audience. Support the position with qualitative and quantitative facts and details from various sources including texts. Use an organizational structure to group related ideas that support the purpose including an introduction, body, and conclusion. Use language appropriate for the identified audience. Connect reasons to the position using words, phrases, and clauses. Write a conclusion.	

MSD of Pike Township Reading Curriculum Map - Grade 5							
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Topics	Final stable syllables: al, -el, - le, -il Recognize root words Phrasing, intonation & reading rate	Suffixes –ive, –able,-ive, -ure Roots: dict, spect, bene Analogies Homophones/Homographs	Project Earth! Informational text Play Realistic fiction Narrative nonfiction/Editorial	Regular and irregular verbs Commas and semicolons Transitions	Argument Writing Writing porcess Prompt: People see things in different ways. Think about what it means that people have different points of view about caring for Earth. Write an editorial for your local newspaper about an environmental issue you feel strongly about.		
Lesson Content	Lessons 1-5 Decoding: final stable syllables –al, –el, –le, –il Fluency: phrasing Lessons 6-10 Decoding: recognize root words Fluency: intonation Lessons 11-15 Decoding: recognize root words with spelling changes Fluency: reading rate	Lessons 1-5 yield,humble, urban, influence, plots, alternative, transform, artificial Lessons 6-10 contradict,conscious, implying, cascading, depleted, reduce packet, spectacle, retreat, toddles Lessons 11-15 jabbing,aggressive, merchant, fort, captivity, flight, toil	Lessons 1-5 Central (Main) idea Author's purpose Ideas and support Author's craft Lessons 6-10 Synthesize Elements of drama Literary elements Figurative language Lessons 11-15 Monitor and clarify Text structure: problem/solution and cause/effect Text and graphic features	Lessons 1-5 Regular verbs Irregular verbs Past tense of irregular verbs Lessons 6-10 Punctuation in compound & complex sentences Commas with direct address & tag questions Review commas and semicolons Lessons 11-15 Identify transitions Purpose of transitions Transitions in writing	Lessons 1-5 Priming the students and text The read Vocabulary Pre Writing Draft II: begin the draft Lessons 6-10 Draft III: elements of persuasive writing Draft IV: inish draft Revising I: elaboration and organization Revising II: grouping conferencing Lessons 11-15 Revising III:incorporating feedback Editing I: grammar, usage, and mechanics Editing II: 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 Required: Module Assessment (online)		
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	January 4-8	Lessons 1-5	5.SL.2.4, 5.ML.2.1, 5.SL.3.1, 5.SL.3.2 [84]	The Protective Power of Nature Preserves Potatoes On Rooftops	Weekly Assessment		
Week 2	January 11-15	Lessons 6-10	5.SL.2.1, 5.SL.2.2 [85]	Living Green The Good Garden	Weekly Assessment		
Week 3	January 19-22 (4-day)	Lessons 11-15	5.SL.2.2, 5.SL.2.5 [86]	Parrots Over Puerto Rico	Weekly Assessment		
Week 4	January 25-29	Remediation/Enrichment			Required Module Assessment		

MSD of Pike Township Reading Curriculum Map - Grade							
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	Language	Writing		
Priority Standards	5.RF.4.6 [87]	5.RV.2.2 [88]	5.RN.2.3 [89]	5.W.6.1 d [90]	5.W.3.3 [91]		
Critical ILEARN and IREAD-3 standards are BOLDED : however, if	1	5.RV.2.4 [92]	5.RN.3.2 [93]	5.W.6.1 e [94]	5.W.4 [95]		
the standard is not a priority for THIS		5.RV.2.5 [96]	5.RN.4.2 [97]	1			
module, it appears separate as it is a	1	'	5.RV.3.1 [98]	1			
spiral or supplemental standard.	1	Critical ILEARN Standards: 5.RV.	Critical ILEARN Standards: 5.RN.2.1, 5.RN.	1			
ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	1	2.1, 5.RV.3.2 [99]	2.2 [100]	İ			

MSD of Pike Tow	nship Reading Curriculum Map - Grade		
Module 6 <u>Foundations</u> <u>Vocabulary</u>	<u>Reading</u>	Language	Writing
Use knowledge sound correspondence and syllaballication patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of unknown words. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of unknown words. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of unknown words. Use tx features to determine the meaning of unknown words. Consult reference materials to determine the meaning of words or phrases. Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies. UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.	Explain what a text says explicitly using quotes from the text. Make inferences from a text by using quotes from the text. Identify the main ideas of a nonfiction nonfiction text. Explain how key details support the main ideas in a nonfiction text. Compare and contrast stories that have similar themes or topics. Explain how historical events are connected in a nonfiction text. Use information from the text to explain relationships between events or ideas. Determine how imagery, symbolism, and figurative language provide meaning in a work of literature. Compare and contrast how events, ideas, concepts, or information are organized within texts. Compare and contrast organizational structures of events, ideas, concepts, or information in multiple texts. Combine information from multiple texts and digital sources. Explain how scientific ideas are connected in a nonfiction text. Explain how steps in a process or procedure are connected in a nonfiction text. Demonstrate my knowledge about a subject by including information from several texts and digital sources.	Write sentences that include prepositional phrases.	Apply the writing process. Write narrative compositions in a variety of forms. Develop the exposition of my story. Develop an event sequence that connects ideas and events using transitions in my story. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and characters. Use expressive vocabulary and figurative language for effect in my story. Write an ending for my story.

	MSD of Pike Township Reading Curriculum Map - Grade							
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	Reading	Language	Writing			
Topics	Recognize root words with spelling changes Words with suffixes -ful, -ly, -ness, -less, -ment Words from other languages Accuracy and Self-Correction, phrasing & expression	Suffixes -ion, -ism, -ure,-ant,-ent Prefixes: de-, super-, micro- Roots: struct, port, duc, duct Reference materials Analogies Context clues	Art for Everyone! Informational text Procedural text Realistic fiction Fictionalized biography	Adjectives Adverbs Prepositions & prepositional phrases	Narrative writing Writing process Prompt: Only you can tell your story.Think about a memory from your life. Maybe it's a funny family story or something important you think about often.Write a personal narrative that tells the story of what happened.			
Lesson Content	Lessons 1-5 Decoding: recognize root words with spelling changes Fluency: accuracy and self-correction Lessons 6-10 Decoding: suffixes: -ful, -ly, -less, -ness, -ment Fluency: phrasing Lessons 11-15 Decoding: words from other languages Fluency: expression	Lessons 1-5 opinion,gracing, ambitious, ingenious, controversy, skeptical, persistence, manufactured, incorporated, traversed Lessons 6-10 exposure,willful, stereotypical, authentic,discriminatory, solos, fever, contagious, bars, duets Lessons 11-15 testifying,outcome, homeland, consented, sheaf, advised, content	Lessons 1-5 Author's craft Make inferences Central idea (main idea) Text structure Lessons 6-10 Visualize Literary elements: characters/subjects Point of view Author's craft Lessons 11-15 Theme Literary elements Figurative language	Lessons 1-5 Adjectives Adjectives and linking verbs Articles Lessons 6-10 Adverbs that tell how, where, when, how often Conjunctive adverbs Using adverbs Lessons 11-15 Prepositions Prepositional phrases Combining sentences	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft I Lessons 6-10 Draft II: plot structure Draft III: complete the draft Revise I: elaboration Revise II: conferencing Revise III: incorporating feedback Lessons 11-15 Revise IV: varying sentences Editing I: grammar usage and mechanics Editing II: 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 Required: Module Assessment (online)			
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment			
Week 1	February 1-5	Lessons 1-5	5,.SL.1, 5.SL.2.1 [101]	Let's Get Creative Christo and Jeanne-Claude	Weekly Assessment			
Week 2	February 8-12	Lessons 6-10	5.RF.1, 5.SL.4.1, 5.SL.4.2 [102]	Rita Moreno Play, Louis, Play!	Weekly Assessment			
Week 3	February 16-19 (4-day)	Lessons 11-15	5.RF.5, 5.ML.2.2, 5.SL.4.1 [103]	Phillis's Big Test	Weekly Assessment			
Week 4	February 22-26	Remediation/Enrichment			Required Module Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 5							
Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.		5.RV.2.4 [105] Critical ILEARN Standard: 5.RV. 2.1, 5.RV.3.2 [118]	5.RN.2.3 [106] 5.RN.3.1 [110] 5.RN.3.2 [113] 5.RN.4.2 [116] 5.RV.3.3 [117] Critical ILEARN Standards: 5.RL.2.2, 5. RL.2.3, 5.RN.2.1, 5.RN.2.2, 5.RN.4.1	5.W.6.1 b [107] 5 W.6.2 a [111] 5 W.6.2 b [114]	5.W.3.2 [108] 5.W.4 [112] 5.W.5 [115]			
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 knowledge sound correspondence and syllaballication patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Read smoothly and accurately, with expression to show that I understand what I am reading.	Use context clues to determine the meaning of unknown words. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words. Determine the meanings of words and phrases in a nonfiction text. Use text features to determine the meaning of unknown words.	Identify the main ideas of a nonfiction text. Explain how key details support the main ideas in a nonfiction text. Make inferences from a text by using quotes from the text. Use information from the text to explain relationships between events or ideas. Determine the theme of a story by using evidence from the text. Explain how a character's response to challenges in a text impact the theme. Analyze the meanings of proverbs, adages, and idioms in context. Summarize a nonfiction text using main ideas and key details. Explain what a text says explicitly using quotes from the text. Describe how the characters, events, and settings affect the plot. Describe characters, settings, or events in a story using specific details from a text. Compare and contrast how events, ideas,	Write using verbs correctly. Apply correct usage of capitalization in writing (titles). Use apostrophes and quotation marks in writing. Use a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence. Use commas to indicate a direct	Conduct short research on a topic. Apply the writing process Write informative compositions on a variety of topics. Write an introduction. Organize sentences and paragraphs logically. Include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic. Connect ideas using transition words. Include text features and multimedia when useful. Use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone. Use appropriate language, vocabulary, and sentence variety for my topic and audience. Write a conclusion.			

ture, -sı /zher/	· · · · · · · · · · · · · · · · · · ·	<u>Vocabulary</u> Context clues	Reading	<u>Language</u>	Writing
ture, -sı /zher/ Unstres		Context clues			
Reading	essed final syllables and es ng rate,accuracy and prrection,& intonation	Prefixes: pre-,pro-, sub-,mega-, sub- Roots: voc, tract, chrono, gress, ped, dent	Above, Below, and Beyond! Persuasive text Informational text Interview Science fiction Narrative nonfiction	More kinds of pronouns Proper mechanics and writing titles Verbs be and have	Informational Writing Writing process Prompt: Research and curiosity are flip sides of the same coin. Think about what you already know about how to investigate a topic.Write a research report about a discovery that was made in the past that affects your life today.
syllable Fluency Lessor Decodir unstres Fluency correcti Lessor Decodir unstres	ling: final stable es -ain, -ture, -sure cy: reading rate ons 6-10 ling: words with ssed final syllables cy: accuracy and self- tion ons 11-15 ling: words with ssed syllables cy: intonation	Lessons 6-10 outskirts,precious, ransacked, authorities, ruthless,	Lessons 1-5 Ideas and support Make and confirm predictions Text structure Text and graphic feature Content- area words Lessons 6-10 Make and confirm predictions Central ideas Author's craft Theme Lessons 11-15 Literary elements Author's craft Text structure	Lessons 1-5 Indefinite pronouns Possessive pronouns Interrogative pronouns Lessons 6-10 Titles in italics Titles in quotation marks Capitalizing titles Lessons 11-15 Verbs be and have Verb phrases with be and have Consistent verb tenses	Lessons 1-5 Priming the students and text The read Vocabulary Prewriting Gather resources Lessons 6-10 Draft I: Follow the research Draft II: Incorporating the research Draft III: Finish the draft Revising I: Paraphrasing vs. plagiarism Revising II: Peer conferencing Lessons 11-15 Editing I: Grammar, usage, and mechanics Editing II: Peer editing Editing III: developing a bibliography Publishing and sharing
Optiona Know It Printabl Assessments	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 Required: Module Assessment (online)
Pacing Guidanc	ce	Lessons	Additional Standards	Text	Assessment
Week 1 March	-	Lessons 1-5	5.SL.2.1, 5.SL.2.2, 5.SL.2.5 [120]	A Few Who Dared Into the Unknown: Above and Below Great Discoveries	Weekly Assessment
Mark O LA	ō-1∠	Lessons 6-10	5.SL.2.2, 5.SL.3.1, [121]	SpaceShipOne	Weekly Assessment
Week 2 March 8 Week 3 March 6	15 10	Lessons 11-15	5.RF.1, 5.RV.2.5, 5.SL.4.1, 5.SL.3.1 [122]	The Mighty Mare Payers	Weekly Assessment

		MSD of Pike Townshi	p Reading Curriculum Map - Grade 5		
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.		5.RV.2.2 [124] 5.RV.2.4 [129] 5.RV.2.5 [133] Critical ILEARN Standards: 5.RV. 2.1, 5.RV.3.2 [135]	5.RL.2.1 5.RL.3.1 [130] 5.RL.3.2 [134] Critical ILEARN Standard: 5.RL.2.2, 5.RL. 2.3, 5.RL.4.2 [136]	5.W.6.1 b [126] 5.W.6.1 e [131]	5.W.1 [127] 5.W.4 [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.		Identify relationships among words. Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words. Consult reference materials to determine the meaning of words or phrases. Determine the meanings of words and phrases in a nonfiction text. Use context clues to determine the meaning of unknown words. Use text features to determine the meaning of unknown words.	Determine the theme of a story, play, or poem by using evidence from the text. Explain how a character's response to challenges in a text impact the theme. Describe characters, settings, or events in a story or play using specific details from a text. Describe how the characters, events, and settings affect the plot. Explain how a series of scenes, or stanzas fit together to provide the structure of a story, play, or poem. Describe how the narrator's or speaker's point of view affects how events are described. Summarize a story, play, or poem in my own words. Explain how a speaker's reflection in a poem can impact the topic. Explain how a series of chapters, scenes, or stanzas fit together to provide the structure of a story, play, or poem.		Apply the writing process. Generate a draft by developing, selecting, and organizing ideas. Write with a specific topic. purpose, and genre in mind. Revise my writing using appropriate reference materials. Edit my writing for format and conventions. Use technology to interact and collaborate with others and to publish legible documents.

	MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
<u>Topics</u>	Homophones/Homographs Prefixes in–, un–, dis–, mis– Final stable syllables –tion, –sion Expression, phrasing, & intonation	Prefixes: in–, un–, dis–, mis–, uni-, semi-, mono–, bi–, tri-,anti-,trans-Suffixes –ion, –ian,–tion, –sion,-ous,-ious Roots: voct, ject, script Context clues	A New Home! Informational text/Guide Informational text/Magazine article Realistic fiction	Perfect tenses Easily confused verbs Making comparisons	Narrative poem Writing process Prompt: Home is where the heart is.Think about a place you love, where you feel most comfortable. Write several pieces of poems to practice using poetic techniques. Then use those skills to write a lyric poem describing a place you love to be.		
<u>Lesson Content</u>	Lessons 1-5 Decoding: Homophones Fluency: expression Lessons 6-10 Decoding: words with prefixes: in-, un-, dis-, mis- Fluency: phrasing Lessons 11-15 Decoding words with prefixes: in-, un-, dis-, mis- and final stable syllables - tion, -sion Fluency: intonation	Lessons 1-5 civil,dedicate, yearning, relatives, fortunate, flourishing, discarded Lessons 6-10 reluctantly,reserve, nudged, casual Lessons 11-15 goodwill,exception, sensible, sponsor, generosity, grateful	Lessons 1-5 Text structure Visualize Theme Elements of poetry Author's craft Lessons 6-10 Make inferences Literary elements Story elements Lessons 11-15 Elements of poetry Theme Text and graphic features	Lessons 1-5 Perfect tenses Past perfect tenses: had Perfect tenses will have Lessons 6-10 Easily confused words Choosing the right word Lessons 11-15 Comparing with good or bad Comparative/superlative Comparing with adverbs	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft Lessons 6-10 Draft II: figurative language Draft IIV: poetry techniques Revise I: using descriptive words Revise II: conferencing Lessons 11-15 Revise III: incorporating feedback Editing I: grammar usage and mechanics Editing II: comparing with adverbs 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 Required: Module Assessment (online)		
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	April 5-9	Lessons 1-5	5.SL.1, 5.SL.2.3, 5.W.1, 5.RV.2.5 [137]	Moving to a New Country: A Survival Guide A Movie in My Pillow	Weekly Assessment		
Week 2	April 12-16	Lessons 6-10	5.SL.2.1, 5.SL.2.2 [138]	From Scratch Elisa's Diary	Weekly Assessment		
Week 3	April 19-23	Lessons 11-15	5.RF.1, 5.SL.2.2, 5.SL.4.1, 5.W.1 [139]	Inside Out and Back Again	Weekly Assessment		
Week 4	April 26-30	Remediation/Enrichment			Required Module Assessment		

MSD of Pike Township Reading Curriculum Map - Grade 5								
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	<u>Writing</u>			
Dui a vita v Ctava da vida	5.RF.4.6 [140]	5.RV.2.2 [141]	5.RL.2.1 [142]	5.W.6.2 b [143]	5.W.3.3 [144]			
Priority Standards Critical ILEARN and IREAD-3		5.RV.2.4 [145]	5.RL.3.1 [146]		5.W.4 [147]			
standards are BOLDED ; however, if the standard is not a priority for THIS			5.RL.3.2 [148]					
module, it appears separate as it is a			5.RN.2.3 [149]					
spiral or supplemental standard.			5.RN.3.1 [150]					
ITALICIZED standards indicate that			5.RN.4.2 [151]					
this is the last time assessed and,		Critical ILEARN Standard: 5.RV.	Critical ILEARN Standards: 5.RL.					
therefore, mastery is expected.		2.1, 5.RV.3.2 [152]	2.3, 5.RL.4.2, 5.RN.4.1, 5.RV.3.1 [153]					

		MSD of Pike Township R	eading Curriculum Map - Grade 5		
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	Language	Writing
Essential Skills: SWBAT (Students will be able to) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.	Use knowledge sound correspondence and syllaballication patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words.	Use context clues to determine the meaning of unknown words. Identify relationships among words. Identify multiple meanings. synonyms, antonyms, homographs, metaphors, similes, and analogies. Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words. Use text features to determine the meaning of unknown words. Determine the meanings of words and phrases in a nonfiction text.		Use apostrophes and quotation marks in my writing.	Apply the writing process. Write narrative compositions. Develop an event sequence that connects ideas and events using transitions in my story. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and characters. Use expressive vocabulary and figurative language for effect in my story. Write an ending.

MSD of Pike Township Reading Curriculum Map - Grade 5							
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Topics	Prefixes: com-, con-, pre-, pro- Suffixes -ant, -ent, -able, - ible, -ism, -ist Greek root words Expression, accuracy and self-correction, & intonation	Multiple-meaning words Roots: fac, fec, fy, ion, voc Suffixes: -y,-ion,-ic,-ous,-less,-y,-ily,- ly Multiple-meaning words Context clues Homophones/Homographs	Unexpected, Unexplained Informational text Informational video Magazine article	Contractions Singular and plural possessive nouns Commas in sentences	Narrative Writing- Imaginative Writing process Prompt: Characters are at the heart of stories. Think about the books you've enjoyed and how the characters have driven the action. Write an imaginative story in which you develop a character whose personality and actions are responsible for driving the plot.		
Lesson Content	Lessons 1-5 Decoding:prefixes com—, con—, pre—, pro— Fluency: expression Lessons 6-10 Decoding: suffixes —ant, — ent, —able, —ible, —ism, —ist Fluency: accuracy and self- correction Lessons 11-15 Decoding: Greek word roots Fluency: intonation	Lessons 1-5 sentimental, formidable, audible, will, engulfed, keepsake, relentlessly, musings, prefer Lessons 6-10 chastised, sightings, earnest, desperately, convinced, hoaxes, misperception, elusive, theoretical, encounters Lessons 11-15 gaping, muffled, feeble, shudder, conviction, faltering, extinguished, hastily, beckoned	Lessons 1-5 Author's purpose Make and confirm predictions Literary elements Figurative language Lessons 6-10 Make and confirm predictions Media technique Ideas and support Text and graphic features Lessons 11-15 Make inferences Literary elements Author's craft Point of view	Lessons 1-5 Contractions with "not" Contractions with pronouns Pronoun contractions and homophones Lessons 6-10 Singular possessive nouns Plural possessive nouns Using possessive nouns Lessons 11-15 Introductory words Commas with names Commas in sentences	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft Lessons 6-10 Draft II: creating the narrative Draft III: understanding characters Draft IV: complete the draft Revise I: using dialogue Revise II: grouping/conferencing Lessons 11-15 Revise III: incorporating feedback Editing I: grammar usage and mechanics Editing II: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 Required: Module Assessment (online)		
Pacing Gu	ıidance	Lessons	Additional Standards	Text	Assessment		
Week 1	May 3-7	Lessons 1-5	5.SL.1, 5.SL.2.4, 5.SL.2.5, [154]	Why People Love Mysteries Mr. Linden's Library	Weekly Assessment		
Week 2	May 10-14	Lessons 6-10	5.RF.5, 5.SL.2.5, 5.SL.3.1, 5.ML.1, 5. ML.2.1 [155]	The Loch Ness Monster Finding Bigfoot	Weekly Assessment		
Week 3	May 17-21	Lessons 11-15	5.RF.1, 5.SL.1, 5.SL.4.1, [156]	The Secret Keepers	Weekly Assessment		

MSD of Pike Township Reading Curriculum Map - Grade 5						
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>	
Week 4	May 24-25	Remediation/Enrichment			Required Module Assessment	

English Language Arts: Grade 5

READING

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

Reading: Foundations

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

Learning Outcome

5.RF.1	Apply foundational reading skills to build reading fluency and comprehension.
Print Con	cepts
5.RF.2.1	Students are expected 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.
5.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.
5.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
5.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.
Phonological Awareness	
5.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.
5.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.
5.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.
5.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
5.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.

Phonics	
5.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., a) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
5.RF.4.2	Students are expected to build upon and continue applying concepts learned previously. 4.RF. 4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
5.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RE.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
5.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., qu-, doubling the consonant and adding—ing, such as cut/cutting; changing the ending of a word from—y to—ies to make a nlural).

Reading: I	Reading: Literature		
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each sec should be able to meet the Learning Outcome for Reading: Literature.			
Learning (Dutcome		
5.RL.1	5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.		
Key Ideas and Textual Support			
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		
5.RL.2.2	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 reflects upon a topic; summarize the text.		
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.		
5.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		

	5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular storplay, or poem.			
5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.				
	Synthesis and Connection of Ideas			
	5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.		
	5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.		

	Reading: Nonfiction			
	There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.			
	Learning Outcome			
	5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.			
-	Key Ideas and Textual Support			
	5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		
		Determine two or mare main ideas of a test and evolvin how they are supported by less details; supporting the test		

5.RN.2.2	Determine two or more main ideas of a text and explain how they <u>are supported</u> by key details; summarize the text. 5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
5.RN.2.3	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
tructural Elements and Organization		
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	

5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
Structural Elements and Organization	

	piulaij.	
5.RF.4.5	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
5.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		
5.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

5.RV.1

5.RV.2.5

Reading: Vocabulary.	•		-
Learning Outcome			

Build and use accurately general academic and content-specific words and phrases.

Vocabulary	Vocabulary Building		
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.		
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.		
5.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations		
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).		
5 DV 2 5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the		

Vocabulary in Literature and Nonfiction Texts

precise meanings of words and phrases.

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

SPEAKING AND LISTENING

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

Speaking and Listening

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

Learning Outcome

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

Discussion	Discussion and Conaboration		
5.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.		
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.		

5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	_
5.RN.4.3	Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another] - -

WRITING

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

Writing

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

Learning Outcome

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

Handwriting

5.W.2.1	Students are expected to build upon and continue applying concepts learned previously. 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.
5.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

the responses of characters to situations.

5.W.3.1	Write persuasive compositions in a variety of forms that – Clearly present a position in an introductory statement to an identified audience. Support the position with qualitative and quantitative facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Use language appropriate for the identified audience. Connect reasons to the position using words, phrases, and clauses. Provide a concluding statement or section related to the position presented
5.W.3.2	Write informative compositions on a variety of topics that - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. Connect ideas within and across categories using transition words (e.g. therefore, in addition). Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. Provide a concluding statement or section related to the information or explanation presented.
5.W.3.3	Write narrative compositions in a variety of forms that – Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show

The Writing Process

	Apply the writing process to –
5.W.4	 Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to
	improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,

word choice); and edit writing for format and standard English conventions.

• Use precise and expressive vocabulary and figurative language for effect.

Provide an ending that follows from the narrated experiences or events.

5.SL.2.3	Establish and follow agreed-upon rules for discussion.
5.SL.2.4	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

Comprehe	nsion							
5.SL.3.1	ally summarize or respond to a written text read aloud or information presented in diverse media and formats, uding visually, quantitatively, and orally.							
5.SL.3.2	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.							
Presentation	on of Knowledge and Ideas							
Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manne effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive to support main ideas or themes; speak clearly and concisely at an understandable pace.								
5.SL.4.2	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.							
5.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.S. 4.3 Give and follow multi-step directions.							

MEDIA LITERACY

<u>Guiding Principle:</u> Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as

agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy									
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.									
Learning O	utcome								
5.ML.1	Identify how information found in electronic, print, and mass media <u>is used</u> to inform, persuade, entertain, and transmit culture.								
Media Litera	асу								
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.								
5.ML.2.2	5.ML.2.2 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.								

	Use technology to interact and collaborate with others to publish legible documents.
The Resea	rch Process: Finding, Assessing, Synthesizing, and Reporting Information
5.W.5	Conduct short research assignments and tasks on a topic. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). Identify and acquire information through reliable primary and secondary sources. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. Present the research information, choosing from a variety of sources.
Conventio	ns of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
5.W.6.1	Demonstrate command of English grammar and usage, focusing on: 5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously. 5.W.6.1b Verbs – • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, tise/raise). 5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously. 5.W.6.1g Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 5.W.6.2a Capitalization – Applying correct usage of capitalization in writing. 5.W.6.2b Punctuation – *Applying correct usage of apostrophes and quotation marks in writing.

sentence, a	nd to indicate ect address.	for appositives	,	•	,	 from the rest	of the
							_

READING

Guiding Phinciple: Students transition from "learning to recal" to "reading to learn." Students develop and apply a wider range of strategies to competend, interpret, evaluate, and approved texts. They read a wide range of filterature in several general from a workey of time periods to competend, interpret, evaluate, and approved texts. They read a wide range of filterature in several general from a workey of time periods cauthors from anomals we would be suited on machinerability of the many described contents (e.g., politically, children), extinced period who will be prior experience, their interactions with other readers and whiten, their boundary of work meaning and of other texts, their described in which is the prior experience. Their interactions with other readers and whiten, the shoulding of work meaning and of other texts, their about the support of the prior experience. The prior of the support of the students of the support o

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

		Develop, buil	d and apply knowle	FOR READING FOUN edge of foundational GRADE 3	DATIONS reading skills	
ООТСОМІ	KINDERGARTEN K.RF.1: Understand and	GRADE 1 1.RF.1: Develop an	GRADE 2 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts,	GRADE 3 3.RF.1: Apply	GRADE 4 4.RF.1: Apply	GRADE 5 5.RF.1: Apply
5	K.RF.1: Understand and apply knowledge of print concepts, phonics,	understanding of the	understanding of the	3.RF.1: Apply foundational reading skills to build reading	4.RF.1: Apply foundational reading skills to demonstrate	5.RF.1: Apply foundational reading skills to demonstrate
0	print concepts, phonics, phonemic awareness,	1.RF.1: Develop an understanding of the five components of reading (print concepts,	five components of	skills to build reading fluency and	skills to demonstrate reading fluency and	skills to demonstrate reading fluency and
LEARNING	vocabulary, and fluency and comprehension as a			comprehension.	comprehension.	comprehension.
Z.	and comprehension as a foundation for	phonics, vocabulary,	phonics, vocabulary.			
9	developing reading	and fluency and comprehension) to build foundational	and fluency and comprehension) to			
Ξ.	skills.	build foundational reading skills.	build foundational reading skills.			
-T	Demonstrate unders		DE 2: DRING	CONCEPTS rint, including that printe	d materials provide infor	mation and tell stories
CONCEPTS	KINDERGARTEN K.RF.2.1: Demonstrate	GRADE 1	n and basic features of p GRADE 2	GRADE 3	d materials provide informaterials provide informaterials provide informaterials 4.85.2.1:	mation and tell stories GRADE 5
8	K.RF.2.1: Demonstrate understanding that print moves from left to	Students are expected				
늘	print moves from left to	to build upon and				
PRINT	print moves from left to right across the page and from top to bottom.	1.RF.2.1: Students are expected to build upon and continue applying concepts learned	2.RF.2.1: Students are expected to build upon and continue applying concepts learned	3.RF.2.1: 3.RF.2.1: Students are expected to build upon and continue applying concepts learned	4.8F.2.1: Students are expected to build upon and continue applying concepts learned	5.RF.2.1: Students are expected to build upon and continue applying concepts learned
_		previously.	previously.	I previously.	I previously.	I previously.
	K.RF.2.2: Recognize that written words are made	1.RF.2.2:	2.RF.2.2: Students are expected to build upon and continue applying concepts learned	3.RF.2.2:	4.RF.2.2:	5.RF.2.2:
	up of sequences of	1.RF.2.2: Students are expected to build upon and continue applying concepts learned	to build upon and	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned
	letters.	continue applying				
		concepts learned previously.	previously.	concepts learned previously.	concepts learned previously.	concepts learned previously.
	K.RF.2.3: Recognize that words are combined to	1.RF.2.3: Recognize the components of a	2.05.2.3	3.RF.2.3:	4.RF.2.3:	5.RF.2.3:
	words are combined to form sentences.	components of a	Students are experted	5.RF.2.5: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.3: Students are expected to build upon and continue applying concepts learned annulously.	5.RF.2.5: Students are expected to build upon and continue applying concepts learned areviously.
	form sentences.	sentence (e.g., capitalization, first	to build upon and continue applying concepts learned	continue applying	continue applying	to pulld upon and continue applying
		word, ending	concepts learned	concepts learned	concepts learned	concepts learned
	V DE 2 de Identife con	punctuation). 1.RF-2.4: Learn and apply knowledge of alphabetical order.	previously. 2.RF-2.4: Students are expected to build upon and	previously. 3.RF-2.4: Students are expected to build upon and	previously. 4.RF.2.4: Students are expected to build upon and	previously. 5.RF.2.4: Students are expected to build upon and
	K.RF.2.4: Identify and name all uppercase	apply knowledge of	Students are expected	Students are expected	Students are expected	Students are expected
	name all uppercase (capital) and lowercase letters of the alphabet.	alphabetical order.	to build upon and			
	retters of the alphabet.	1	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned
			previously.	previously.	previously.	previously.
	Dem	onstrate understand	RF.3: PHONOLOG ling and apply know	ICAL AWARENESS ledge of spoken wo	rds, syllables, and so	ounds
	KINDERGARTEN K.RF.3.1: Identify and produce rhyming	GRADE 1 1.RF.3.1:	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RF.3.1: Identify and	1.RF.3.1:	2.RF.3.1:	3.RF.3.1:	4.RF.3.1:	S.RF.3.1:
8	words.	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying
NO.		continue applying				
AWAR ENESS	l	concepts learned previously.		concepts learned		previously.
N W	K.RF.3.2: Orally			S.RF.3.2: Students are expected to build upon and continue applying concepts learned	A DE NO.	
PHONOLOGICAL	K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	including consonant blends, to produce single- and multi- syllable words.	Students are expected to build upon and continue applying concepts learned	Students are expected	Students are expected to build upon and continue applying concepts learned	5.RF.3.2: Students are expected to build upon and continue applying concepts learned
ğ	segment words into syllables.	single- and multi-	continue applying	continue applying	continue applying	continue applying
OMC			concepts learned	concepts learned	concepts learned	concepts learned
4	K.RF.3.3: Orally blend	1.RF.3.3: Add, delete, or	previously. 2.RF-3-3:	previously.	previously.	COCAA.
	the onset (the initial sound) and the rime (the vowel and ending		Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.
	sound) and the rime	change single-syllable	to build upon and costinue applying	to build upon and continue applying	to build upon and	to build upon and
	(the vowel and ending sound) in words.		concepts learned	concepts learned	concepts learned	concepts learned
	l					previously.
	K.RF.3.4; Tell the order of sounds heard in	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable		3.RF.3.4: Students are expected to build upon and continue applying concepts learned meningly	4.RF.3.4: Students are expected	5.RF.3.4: Students are expected to build upon and continue applying concepts learned
	words with two or three phonemes, and identify the beginning, middle (medial) and final	(medial), and final	2.8F.3.4: Students are expected to build upon and continue applying concepts learned previously.	to build upon and	Students are expected to build upon and continue applying concepts learned	to build upon and
	phonemes, and identify	sounds in single-syllable	continue applying	continue applying	continue applying	continue applying
	ure Degraning, middle	words.	surcepts redmed	concepts rearned	concepts redrived	concepts learned previously.
				previously.	previously.	
	sounds.			,	previously.	,,.
	K.RF.3.5: Add, delete,	1.RF.3.5: Segment the individual sounds in	20035	,	A DE 3 S-	50035
	sounds. K.RF.3.5: Add, delete, or substitute sounds to change words.	1.RF.3.5: Segment the individual sounds in one-syllable words.	20035	,	A DE 3 S-	50035
	K.RF.3.5: Add, delete,	1.RF.3.5: Segment the individual sounds in one-syllable words.	20035	,	A DE 3 S-	50035
	K.RF.3.5: Add, delete,	1.RF.3.5: Segment the individual sounds in one-syllable words.	2.RF.3.5; Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	previously.	,,.
	sounds. K.R.F.J.S: Add, delete, or substitute sounds to change words.	Decode and re	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: Pead words by applying	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and word	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS. KNSF.JS: Add, delete, or substitute sounds to change words.	Decode and re	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously. 4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. 1 analysis skills GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS. K.SF.J.S. Add, delete, or substitute sounds to change words. KINDERGARTEN K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter-	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously. 4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. 1 analysis skills GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS. K.SF.J.S. Add, delete, or substitute sounds to change words. KINDERGARTEN K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously. 4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. 1 analysis skills GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS. K.SF.J.S. Add, delete, or substitute sounds to change words. KINDERGARTEN K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts hermed previously. HONICS ng phonics and word GRADE 3	prenously. 4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. 1 analysis skills GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	SOUNDS. K.SF.J.S. Add, delete, or substitute sounds to change words. KINDERGARTEN K.SF.A.L. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and wore GRADE 3	A.RF.J.5: Students are expected to build upon and continue applying concepts learned previously. It analysis skills GRADE 4	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
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READURG North-Circle

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

n Read	ding: Nonfiction, studen	ts are expected to do th	ie following:			
			ARNING OUTCOME			
	KINDERGARTEN			GRADE 3		GRADE S
	K.RN.1: Actively	1.RN.1: With support.	2.RN.1: Read and	3.RN.1: Read and	4.RN.1: Read and	5.RN.1: Read and
ξI	engage in group	read and comprehend	comprehend a variety	comprehend a variety	comprehend a variety	comprehend a variety
8	reading activities with	nonfiction that is	of nonfiction within a	of nonfiction within a	of nonfiction within a	of nonfiction within a
5	reading activities with purpose and	grade-level	of nonfiction within a range of complexity	of nonfiction within a range of complexity	of nonfiction within a range of complexity	of nonfiction within a range of complexity
EARNING OUTCOME	purpose and understanding.		range of complexity	range of complexity		range of complexity appropriate for grade
0	understanding.	appropriate.	appropriate for grades	appropriate for grades	appropriate for grades	appropriate for grade
2		1	2-3. By the end of	2-3. By the end of	4-5. By the end of	4-5. By the end of
2			grade 2, students	grade 3, students	grade 4, students	grade 5, students
F		1	interact with texts	interact with texts	interact with texts	interact with texts
91		1	proficiently and	proficiently and	proficiently and	proficiently and
- 1		1	independently at the	independently.	independently at the	independently.
			low end of the range		low end of the range	1 1
			and with scaffolding as		and with scaffolding as	
			needed at the high		needed at the high	
			needed at the high end.		needed at the high end.	
_						
.			RN.2: KEY IDEAS AND			
s I	Extra	t and construct mea	aning from nonfiction	on texts using a rang	e of comprehension	skills
ķ.	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE S
- 6	K.RN.2.1: With support,	1.RN.2.1: Ask and	2.RN.2.1: Ask and	3.RN.2.1: Ask and	4.RN.2.1: Refer to	5.RN.2.1: Quote
SUPPOR	ask and answer	answer questions about	answer questions about	answer questions to	details and examples in	accurately from a text
₹ 8	ask and answer questions about	key details to clarify and	the main idea and		a text when explaining	when explaining what
2 3			tne main idea and	demonstrate		
DEAS AND TEXTUAL SUPPORT	important elements of a	confirm understanding	supporting facts and	understanding of a text,	what a text says	text says explicitly and
	text (e.g., events, topics,	of a text.	details in a text to	referring explicitly to	explicitly and when	when drawing
	concepts).		confirm understanding.	the text as the basis for	drawing inferences	inferences from the
				the answers.	from the text.	text.
_						
	K.RN.2.2: With support,	1.RN.2.2 Retell main	2.RN.2.2: Identify the	3.RN.2.2: Determine	4.RN.2.2: Determine	5.RN.2.2: Determine
	retell the main idea and	ideas and key details of	main idea of a	the main idea of a text;	the main idea of a text	two or more main idea
	key details of a text.	a text.	multiparagraph text and	recount the key details	and explain how it is	of a text and explain
	1	1	the topic of each	and explain how they	supported by key	how they are supporte
	1	1	paragraph.	support the main idea.	details; summarize the	by key details:
	1	1			text.	summarize the text.
	K.RN.2.3: With support,	1.RN.2.3: Describe the	2.RN.2.3: Describe the	3.RN.2.3: Describe the	4.RN.2.3: Explain the	5.RN.2.3: Explain the
	describe the connection	connection between	connection between a	relationship between a	relationships between	relationships or
		connection between		relationship between a		
	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 individua
	ideas, or pieces of	information in a text.	or concepts, and steps	or concepts, or steps in	historical, scientific, or	events, ideas, or
	information in a text.		in a process or	processes or	technical text, based on	concepts in a historica
		1	procedure in a text.	procedures in a text,	specific information in	scientific, or technical
	1	1		using words such as	the text.	text based on specific
	1			first, next, finally.	and them.	information in the text
	1	1	1	because, problem.		mauum m uie text
	1	1	1			1
	1	1	1	solution, same, and		1
_			DN 2- FEATURES	AND STRUCTURES		
	Build understa	nding of nonfiction t	ext, using knowledg	ge of text features, s	tructures, and author	or's perspective
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RN.3.1: Identify text	1.RN.3.1: Know and use	2.RN.3.1: Use various	3.RN.3.1: Apply	4.RN.3.1: Apply	5.RN.3.1: Apply
ES	features of a nonfiction	various text features	text features (e.g., toble	knowledge of text	knowledge of text	knowledge of text
2	text (e.g., title, author,	(e.g., table of contents,	of contents, index,	features to locate	features to locate	features in multiple
5	illustrations) and	glossory, illustrations)	headings, captions) to	information and rain	information and gain	print and dirital source
ū	describe the	to locate and describe	locate key facts or	meaning from a text	meaning from a text	to locate information,
2	relationship between	key facts or information	information and explain	(e.g., maps.	(e.g., charts, tables,	gain meaning from a
E				(e.g., maps, illustrations, charts.	(e.g., charts, tables, araphs, headings.	
Ö	those features and the text in which they	in a text.	how they contribute to and clarify a text.	illustrations, charts, font/format).	graphs, headings, subheadings,	text, or solve a problem.
EATURES AND STRUCTURES		1	and clarity a text.	junic/format).	suomédaings,	procem.
4	appear.				font/format).	
ES	K.RN.3.2: Recognize	1.RN.3.2: Identify how a	2.RN.3.2: Identify how a	3.RN.3.2: Identify how a	4.RN.3.2: Describe the	5.RN.3.2: Compare an
~	that a nonfiction text	nonfiction text can be	nonfiction text can be	nonfiction text can be	organizational structure	contrast the
F	can be structured to	structured to indicate	structured to compare	structured to indicate a	(e.g., chronological,	organizational structur
5	describe a topic.	order (e.g., sequential)	and contrast, to	problem and solution or	problem-solution,	of events, ideas,
Œ	1	or to explain a simple	describe a procedure,	to put events in	comparison/contrast,	concepts, or
	l	cause and effect	and to explain a cause	chronological order.	procedural, cause/effect,	information in two or
	1	relationship.	and effect relationship.		sequential, description)	more texts.
	1	1	1	1	of events, ideas,	1
	1	1		1	concepts, or information in a text or part of a text.	1
		-		-	m a vext or part or a text.	
	K.RN.3.3:	1.RN.3.3:	2.RN.3.3: Identify what	3.RN.3.3: Distinguish	4.RN.3.3: Compare and	5.RN.3.3: Analyze
	Standard begins at	Standard begins at	the author wants to	one's own perspective	contrast a firsthand and	multiple accounts of the
				from that of the author	secondhand account of	
	second grade	second grade	answer, explain, or describe in the text.	from that of the author of the text.		same event or topic,
			describe in the text.	or the text.	the same event or	noting important
				1	topic; describe the	similarities and
				1	differences in focus and	differences in the
				1	the information	perspectives the
				1	provided in the	accounts represent.
					accounts.	
	Build understa	nding of nonfiction t	texts by verifying po	TION OF IDEAS ints and making cor	nections between t	opics and ideas
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RN.4.1: With support,	1.RN.4.1: Identify the	2.RN.4.1: Describe how	3.RN.4.1: Distinguish	4.RN.4.1: Distinguish	5.RN.4.1: Explain how
	identify the reasons an	reasons the author	an author uses facts to	between fact and	between fact and	an author uses reason
2	author gives to support	gives to support points	support specific points	opinion; explain how an	opinion; explain how an	and evidence to suppo
CONNECTION OF IDEAS	points in a text.	in a text.	in a text.	author uses reasons	author uses reasons	claims in a text,
9	1	1	1	and facts to support	and evidence to	identifying which
1	1	1	1	specific points in a text.	support a statement or	reasons and evidence
0	1	1	1		position (claim) in a	support which claims.
Z	1	1	1	1	text.	
2	K.RN.4.2: With support,	1.RN.4.2: Identify basic	2.RN.4.2: Compare and	3.RN.4.2: Compare and	4.RN.4.2: Combine	S.RN.4.2: Combine
5	identify basic	similarities in and	contrast the most	contrast the most	information from two	information from
Ψ.						
5	similarities in and	differences between	important points	important points and	texts on the same topic	several texts or digital
õ	differences between	two texts on the same	presented by two texts	key details presented in	in order to demonstrate	sources on the same
O	two texts on the same	topic.	on the same topic.	two texts on the same	knowledge about the	topic in order to
	topic.	1		topic.	subject.	demonstrate
	1	1	1	1	1	knowledge about the
	1	1	1	1		subject.
	KRN.4.3:	1.RN.4.3:	2.RN.4.3:	3.RN.4.3:	4.RN.4.3:	5.RN.4.3:
		Standard begins at sixth	2.RN.4.3: Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixt
	Standard begins at sixth arade.	Standard begins at sixth arade.	Standard begins at sixth prode.	Standard begins at sixth arade.	Standard begins at sixth grade.	Standard begins at sixt arade.
		group.	groud.	groud.	ground.	grout.
FAD	ING: Vocabulary					
		Lie the Dending Marsh	ulary certion for grades	K-5: Vocabulary Buildin	g and Vocabulary in Lite	rature and Nonfirtion
	are two key areas forms					
nere	are two key areas found By demonstrating the s	rills listed in each rection	n students should be a	ble to meet the Learnin	Outcome for Reading	Vocabulary
here	are two key areas found By demonstrating the s	kills listed in each section	n, students should be a	ble to meet the Learnin	Outcome for Reading:	Vocabulary.
ere exts.	By demonstrating the s	kills listed in each section	in, students should be al	ble to meet the Learnin	g Outcome for Reading:	Vocabulary.

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

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

Need the scaling of curries untilling that is included in this pacific is to be supplied in the discussion of treat declaration. The declare Department of Education recommends the solved of curries writings included in pages 2 and 6, or or left for the proper of including stated in the curried to the specific or the state of curried and pages 2 and 1 a

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

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

SPEAKING AND LISTENING

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

In S	peaking and Listening, str	udents are expected to o	to the following:			
ME		SL.1: LEA elop and apply effe	RNING OUTCOME F ctive communication	OR SPEAKING AND L n skills through spea	king and active liste	ning
LEARNING OUTCOME	KINDERGARTEN K.SLI: Listen actively and communicate effectively with a variety of audiences and for different purposes.	GRADE 1 1.SL1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 2 2.5L.1: Usten actively and adjust the use of spoken language (e.g., conventions, secabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 3 3.S.L.: Listen actively and adjust the use of spoken language (e.g., conventions, style, vecabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 4 4.5LLS: Listen actively and adjust the use of spoken language (e.g., conventions, style, vecobulory) to communicate effectively with a variety of audiences and for different purposes.	GRADE S 5.SLL: listen actively and adjust the use of spoken language (e.g., conventions, style, vecabulary) to communicate effectively with a variety of audiences and for different purposes.
NO	Develop and	apply reciprocal co		ND COLLABORATION	i	
DISCUSSION AND COLLABORATION	KINDERGARTEN K.S.L.2.1: Participate in collaborative conversations about grade-appropriate topics and tests with peers and adults in small and larger groups.	GRADE 1 1.51.2.1: Participate in collaborative conversations about grade-appropriate topics and tests with peers and adults in small and larger groups.	GRADE 2 2.5.1.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	GRADE 3 5.51.2.11 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas (learly,	GRADE 4 4.5L.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and tests, building on others' ideas and expressing personal ideas (learly.	GRADE 5 5.5L.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas (learly.
	K.SL2.2: Standard begins in third grade.	1.SL.2: Standard begins in third grade.	2.5L.2.2: Standard begins in third grade.	3.SL2.2: Explore Ideas under discussion by drawing on readings and other information.	4.5L.2.2: Explore Ideas under discussion by drawing on readings and other information.	5.SL2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
	K.SL2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	1.51.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	2.54.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	3.51.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	4.51.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	5.5L.2.3: Establish and follow agreed-upon rules for discussion.
	K.SL2.4: Ask questions to seek help, get information, or clarify something that is not understood.	1.51.2.4: Ask questions to clarify information about topics and texts under discussion.	2.54.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	3.51.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	4.51.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that commission and link to the remarks of others.	3.51.2.4.* Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	K.SL2.5: Continue a conversation through multiple exchanges.	1.51.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	2.51.2.5: Build on others' talk in conversations by linking comments to the remarks of others.	5.51.2.5: Explain personal ideas and understanding in reference to the discussion.	4.51.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.	5.51.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
	0	evelop and apply ac	SL.3: COMP tive listening and in	REHENSION terpretation skills us	ing various strategi	es
COMPREHENSION	INTOCREGARTEN KOLALI- Aki and answer questions about key details in a text read aloud or information presented orally or through other media.	CRACE 1 5.5.3.1.2 th and answer questions about the key details in a text read aloud or information presented orally or through other media.	ORANGE 2 2.55.3.3.1 Determine the purpose for listening (e.g., so obtain information, to enjoy humor) and paraphrase or describe key ideas or describe key ideas or describe key ideas or the control of	J. S. L. S.	GRADE 4 4.53.1.1.5 mmmrite while it is a supportive evidence supportive evidence from text read aloud or information presented information presented information presented information indivisers metal: and formati, including vausally, quantitatively, and orally.	GRADE 5 S.S.L.S.: Orally summarize or respond to a written text read about of information presented in diverse media and formatic, including visually, quantitatively, and orally.
CON	K.SL.3.2: Ask appropriate questions about what a speaker says.	1.54.3-2: Ask and answer questions about what a speaker says to clarify something that is not understood.	2.51.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	3.5L3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.5L.3.2: Identify and use evidence a speaker provides to support particular points.	5.51.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
				KNOWLEDGE AND I		
	KINDERGARTEN	op and apply speaki GRADE 1 1.SL-4.1: Speaking	GRADE 2	GRADE 3		GRADE 5
TATION OF KNOWLEDGE AND IDEAS	K.S.L.A.T. Speaking audibly, recibe poems, rhymes, and songs, and use complete sentences to describe rhamiliar people, places; things, places; things, and events and, with support, provide additional details.	1.51.4.1: Speaking audibly and using appropriate language. recite poems, rhymes, songs, and stories, with a careful attention to sensory detail when describing people, places, things, and events.	2.SL.4.: Using suppropriate language, necite poems and rhymes, and cell a torry or recount an experience, in an organized manner, with appropriate facts and careful attention to sensiony details, speaking sudibly in coherent sentences and at an appropriate pace.	3-SLL-L' Using appropriate language, report on a topic or text, or provide a narrative that organizes (deas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	4.5LA.: Using appropriate language, report on a topic or text or provide a narrable in an organized manner, with affective introductions and conclusions, using appropriate facts and relevant, descriptive ideas or themes; peak ideas or themes ideas or themes.	5.54.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with affective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concicely at an understandable
ON	K.SL4.2: Standard benins in first	1.5L.4.2: Add drawings or other visual displays,	2.5L.4.2: Create simple	5.5L.4.2: Create oral	4.5t.4.2: Create oral presentations that	an understandable pace. 5.5L4.2: Create

	est), and simple compound words (e.g., cupcoke) and contractions (e.g., isn't	xitten's, sisters'), and compound words.	not = won't) and possessives (e.g., children's, Dennis's).	roots and agrees) to read accurately unfamiliar multi-sylla words in context.	roots and offixes) to read accurately unfamiliar multi-syllabic words in context.	K.RV.2.2: Iden sort pictures o into categorie	ntify and 1.R of objects sor es (e.g., cat	V.2.2: Define and words into egories (e.g.,	2.RV.2.2: Identify relationships among words, including	3.RV.2.2: Identify relationships among words, including	words. 4.RV.2.2: identify relationships among words, including more	5.BV.2.2: Identify							apprograms to the tops, and audience. • Provide a concluding statement or section related.	step direction:	step direc	ctions.	directions.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.
KINDERGARTEN K.R.F.S: Read emergent- reader texts, maintaining an appropriate pace and using self-correcting strategies while	GRADE 1 1.RF.5: Orally read grade-level appropriate or higher texts	GRADE 2 2.RF.5: Orally read prade-level appropriate	GRADE 3 3.8F.5: Orally read grade-level appropriat or higher texts	GRADE 4 4.RF.5: Orally read erade-level appropria	GRADE S 5.85.5: Orally read te or higher texts	into categorie colors, shapes opposites).	syn	onyms, iving trings, onyms].	antonyms and antonym, and simple multiple-meaning words (e.g., change, duck).	synonyms, antonyms, homographs, homonyms, antonyms, homonyms, and multiple-meaning word (e.g., puzzle, fire).	complex homographs homoryms, synonym antonyms, and multip meanings.	s, multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.			1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas	2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –	compositions in a variety of forms that – • Establish an	compositions in a variety of forms that –	to the information or explanation presented. E. S.W.3.3: Write narrative compositions in a variety of forms that — • Develop the exposition	Guiding Principle: 3 culture and function experiences to cons reflective, and engo	Students develop cri	itical thinking ab lization and info anings from med society.\(\forall \)	bout the messages rec ormation, and they de dia messages. Student	eived and created by m relop understanding th s develop media literac	edia. Students recogniz at people use individual y skills in order to becor	e that media are a part o skills, beliefs, and me more informed,
aspropriate pace and using self-correcting strategies while reading. READING: Literature	or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that compotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that comotes comprehension at th independent level.	or higher tests smoothly and accurately, with expression that connotes a comprehension at the independent level.	K.RV.2.3: Standard begi grade.			2.RV.2.5: Standard begins at sixth grade.	3.RV.2.5: Standard begins at sixth grade.	4.RV.2.3: Standard begins at six grade.	5.RV.2.3: Standard begins at sixth grade. 5.RV.2.4: Apply			words to signal event order, with ideas organized into a beginning, middle, and ending.	include a beginning. Use temporal words to signal event order (e.g., first of all).	introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences.	Establish an introduction with a context to allow the reader to imagine the world of the event or experience. Organize events that unfold naturally, using	Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Develop an event sequence (e.g., conflict, climax, resolution) that		tudents are expecte	ed to do the follo	lowing:	BAT FOR BATRIA LIT	Outcome for Media Lite ERACY ourposes of media	
There are three key areas for Organization, and Connection Reading: Literature. In Reading: Literature, studen	n of Ideas. By demonst	rating the skills listed in the following:	each section, students	should be able to mee	t the Learning Outcome fo	K.RV.2.4: Rec frequently oci inflections (e. looks).	curring use g, look, affi the	frequently occurring ses, and roots and ir inflactions, as	2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix i added to a known root word.	knowledge of word structure elements (e. suffixes, prefixes, common dreek and Lo is offixes and roots), kno words, and word patterns to determine	knowledge of word structure elements, known words, and word	ATIVE			Provide details to describe actions, thoughts, and feelings. Provide an ending.	Include dialogue. Connect ideas and events using introduction and transition words. Frovide an ending.	meaningful paragraphing and transitional words and phrase and phrase and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	MINDERGART K.ML.I: Recog various types of	EN GRADE 1 nite 1.ML.1: R of media. role of the informing entertain transmitti	tecognize the in media in g, persuading, ing, or ing culture.	GRADE 2 2.ML1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	and the roles and a GRADE 3 3.MLI: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	GRADE 4 4.ML1: identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit	GRADE S 5.ML1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit
NINDERGARTEN KIRLT: Actively engage in group reading activities with purpose and understanding. DNIN	Read and compt GRADE I 1.ML1: With support, read and comprehend literature that it grade level appropriate.	chend a variety of li GRADE 2 J.R.L.1: Red and comprehend a variety of literature within a range of complexity appropriate for grade 2.3. By the end of grade with texts proficently and independently at the low and of the range and with scaffolding as needed a the high end.	terature independs GRADE 3 3.RL:: Read and comprehend a variety of literature within a range of complexity appropriate for grade 2-3. By the end of gra 3, students interact with texts proficiently and independently.	4.RL1: Read and comprehend a variet of literature within a range of complexity appropriate for grad de 4-5. By the end of gr.	S.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	K.RV.2.5: Standard beginned beginning second grade.		V.2.5: stand begins at and grade.	2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to fire the pronunciation and	5.RV.2.5: Consult reference materials, both print and digital	NARR					revea cast actes personalizes, feelings, and responses to situations. • Employ vocabulary wit sufficient sensory (sight, sound, smell, fouch, taste) details to give clea pictures of ideas and events. • Frovide an ending that follows the narrated experiencies or events.	Use precise and expressive vocabulary and figurative language for effect. Provide an ending that	KINDERGART KAML2.1: Reco common signs of dentify co or advartiseme	EN GRADE 1	Demonstrate using of media and answering the questions at is read, viewed.	es of media and the GRADE 2	IA LITERACY ways in which mer GRADE 3 3.ML.2.1: Institution among the purposes of various media messages, including for information, metertainment, persuation, interpretation of events, or transmission of culture. 3.ML.2.2:	dia can have influen GRADE 4 A.M.L.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	CORRUPE. GRADE 5 GRADE 5 S.MIL.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.
Build comprehen:	RL.2:	STANDARD 2: KEY IE Iterature by identifying, GRADE 2	EAS AND TEXTUAL	SUPPORT		Build a KINDERG K.RV.3.1: Wit ask and answ	th support, 1.8	GRADE 1 V.3.1: Identify words	ABULARY IN LITERA terature and nonfiction to GRADE 2 2.RV.3.1: Recognize that authors use words	ATURE AND NONFIG exts by determining or of GRADE 3 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to	larifying the meanings or	of words and their uses GRADE 5 S.RV.3.1: Determine how words and phrases								K.ML2.2: Standard begin grade.	s in fifth Standard i grade.	begins in fifth	Standard begins in fifth grade.	Standard begins in fifth grade.	Standard begins in fifth grade.	S.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.
KINDERGARTEN K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.	GRADE 1 1.Rt.2.1: Ask and answer questions abou main idea and key details in a text.	GRADE 2 2.81.2.1: Ask and answer questions (e.g., who was the story about; why did an even happen; where did the story happen) to demonstrate understanding of main idea and key details in a	3.RL2.1: Ask and		5.RL.2.1: Quote in accurately from a text	L ARV-3.2: Wit K.RV-3.2: Wit K		ms, or songs that gest feelings or eal to the senses such, hearing, sight, re, smell).	(e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song. 2.RV.3.2: Determine the	words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes). 3.8W.3.2: Determine	4.8V.3.1: Determine how words and phrass provide meaning to works of literature, including figurative language (e.g., similes, metophors, or hyperbole).	provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metophors, hyperbole, or oflusion).		Produce coher KINDERGARTEN K.W.4: Apply the writing process to – With support, revise writing by adding simple	ent and legible docu GRADE 1 1.W.4: Apply the writing process to - • With support, develop colors and	W.4: THE WF uments by planning, GRADE 2 2.W.4: Apply the writing process to – Generate a draft by developing, selecting	RITING PROCESS , drafting, revising, 4 GRADE 3 S.W.4: Apply the writin process to - • Generate a draft by developing, selecting	editing, and collabor GRADE 4 g 4.W.4: Apply the writin process to - • Generate a draft by developing, selecting	ating with others GRADE 5 g. S.W.4: Apply the writing process to – Generate a draft by developing, selecting							
K.R.L.2.2: With support, recell familiar stories, poems, and nursery rhymnes, including key details.	1.RL2.2: Retell stories, fables, and fairy tales is sequence, including ke details, and demonstrate understanding of their central message or lesson.	inde and key details in tent. 2.88.1.2.2: Recount the beginning, middle, and yending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	S.RL.2.2: Retell folktales, fables, and t tales from diverse cultures; identify the themes in these work:	4.RL.2.2: Paraphrase retail the main event a story, myth, legend or novel; identify the s. theme and provide evidence for the interpretation.	or sin theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarise the text.	ask and answ questions abd questions abd questions abd questions abd question to profice the profice of the pro	er and out hel rds in a clai xt. wo	wer questions to p determine or ify the meaning of rds and phrases in a ffiction text.	meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. 2.RV.3.3: Stondard begins at third grade.	the meanings of general academic and content-specific words and phrases in a	meanings of general academic and content	meaning of general academic and content- specific words and phrasas in a nonfiction text relevant to a fifth grade topic or text. 5.8V.3.3: Analyze the	ROCESS	details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). * Use available technology to produce and publish writing.	organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words	and organizing ideas relevant to topic, purpose, and ganne; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure word choice)	and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quonity of ideas, organization, sentence fluency, word choice); and edit writin for format and	and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quolity of ideas, organication, sentence fluency, word g. choice); edit writing for format and convention format and convention.	and organizing ideas railevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quolity of ideas, organization, sentence fluency, word choice); and edit writing for format and standard for format and standard							
K.RL.2.3: Identify important elements of the text (e.g., chorocters, settings, or events).	1.RL2.3: Using key details, identify and describe the elements of plot, character, and setting. 1.RL2.4: Make and	2.8L.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	3.RL2.3: Describe characters in a story (e.g., their traits, motivations, or feeling and explain how their actions contribute to the plot. 3.RL2.4:	4.RL2.3: Describe a character, setting, or event in a story or pl drawing on specific details in the text, are how that impacts the plot. 4.RL2.4:	5.RL2.3: Describe two or more characters, sy, settings, or events in a								THE WRITI		basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.	spelling, capitalization, usage, punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.	conventions (e.g., spelling, capitalization, surger, punctuation). • Use technology to interact and collaborat with others to publish legible documents.	(e.g., spelling, copitalization, usage, punctuation). • Use technology to interact and collaborat with others to publish legible documents.	English conventions. * Use technology to interact and collaborate with others to publish legible documents.							
K.RL.2.4: Make predictions about what will happen in a story.	1.M.2.4: Make and confirm predictions about what will happen next in a story.	2.8t.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.	d Students are expected to build upon and continue applying concepts learned previously.																					
	hension and appre GRADE 1	ciation of literature, GRADE 2 2.RL.3.1: Describe the	using knowledge of	of literary structure GRADE 4										W.5: Build I	cnowledge about the	e research process a	E RESEARCH PROCES	SS study by conducting	short research							
genres (e.g., fairy tales, nursery rhymes, storybooks).	storybooks).	overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	such as chapter, scene and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.		series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.								MATION	K.W.5: With support, build understanding of a topic using various sources.	GRADE 1 1.W.5: With support, conduct simple research on a topic. • identify several sources of information and indicate the sources.	GRADE 2 2.W.5: With support, conduct short research on a topic. • Find information on a topic of inferest (e.g., cordinals).	GRADE 3 3.W.5: Conduct short research on a topic. • Identify a specific topi or question of interest (e.g., where did Benjam Harrison grow up?).	GRADE 4 4.W.5: Conduct short research on a topic. c • Identify a specific question to address (e.g what is the history of thingly 5007).	5.W.5: Conduct short research assignments and tasks on a topic.							
K.R.J.3.2: With support, define the role of the author and illustrator of a story in telling the story.	1.M.3.2: coentry who telling the story at various points in a text	is 2.RL3.2: Acknowledge differences in the point of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. RL4: CONNE	on earlier sections, 3.RL3.2: Distinguish spersonal point of view from that of the narrator or those of th characters.	w.k.s.z.compare as contrast the point of view from which different stories are narrated, including ti difference between first- and third-perso narrations.	a narrator's or speaker's point of view influences how events are portrayed.								IND REPORTING II	 Identify relevant pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic. 	Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.	Identify various visual and text reference sources Organize, summarize, and present the information, choosing from a variety of format:	Locate information in reference texts, electronic resources, or through intendents	Use organizational features of print and digital sources to efficiently to locate further information. Determine the	with support, formulate a research question (e.g., whore were Ann Wooden's greatest contributions to college bosketboll?). Identify and acquire information through reliable primary and secondary sources.							
Build comprehensi KINDERGARTEN KILLAL: With support, describe the relationship between illustrations and the story in which they appear.	on and appreciation of lift GRADE 1 1.R.L.4.1: Use illustrations and details in a story to describe it characters, setting, or events.	erature by connecting liter	ary elements and themes GRADE 3 3.RL4.1: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the word in a story (e.g., create mood, emphasize aspects of a character	visual and multimedi presentations and representations can	ry tools impact meaning GRADE 5 W SALL4.1.4.nailyze how visual and multimedia presentations and representations can enhance the meaning of a text.								ESSING, SYNTHESIZING, A			from a variety of formats	sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of format	Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of format	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. Audio plagisirism and follow copyright guidelines for use of images, pictures, etc.							
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL4.2: Compare and contrast the adventure and experiences of characters in stories.	plot. 2.RL.4.: Compare and so contrast versions of the same stories from different authors, time periods, or cultures from around the world.	or setting). 3.RL.4.2: Compare an contrast the themes, settings, and plots of stories written by the same author about th same or similar characters (e.g., in books from a series).	d 4.RL.4.2: Compare at contrast the treatme of similar themes an topics and patterns of events in stories, my and traditional literature from differ cultures.	f approaches to similar								FINDING, ASS						images, pictures, etc. • Present the research information, choosing from a variety of sources.							
														KINDERGARTEN K.W.6.1: Demonstrate	Demonstra GRADE 1 1.W.6.1: Demonstrate command of English	W.6: CONVENTIONS rate command of the GRADE 2		ELISH indard English GRADE 4	GRADE 5 S.W.6.1: Demonstrate command of English							
														K.W.6.1: Demonstrate command of English grammar and usage, focusing on: K.W.6.1a: Noura/Pronouns — Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cots).	1.W.6.1: Demonstrate command of English grammar and usage, focusing on: 1.W.6.1a: Nount/Pronouns — Writing sentences that include common and proper nounce and personal pronouns.	GRADE 2 2.W.6.4: Demonstrate command of English grammar and usage, focusing on: 2.W.6.1: Nouns/Pronouns Wirking sentences that include common, prope possessive, and collectiv nouns, irregular plural nouns, and personal and possessive pronouns.	command of English grammar and usage, focusing on: 3.W-6.1a: Nours/Proncers -	4.W.6.1: Demonstrate command of English grammar and usage, focusing on: 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronous (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their function in the sentence.	grammar and usage, focusing on: S.W.6.1a: Nouns/Pronouns –							
													RAMMAR AND USAG	K.W.6.1b: Verbs – Writing sentences that include verbs.	1.W.6.1b: Verbs — Writing sentences using verbs to convey a sense of past, present, and future.	2.W.6.1b: Verbs – • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., oction, linking) in	5.W.6.1b: Verbs – Writing sentences that use regular and irregula verbs and simple verb tenses to convey variou times, sequences, state and conditions.		S.W.6.1b: Verbs – t Writing sentences that use the perfect (e.g., / hove wolked, / had wolked, / swill have wolked / wroth tenses. • Correctly using verbs							

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

- [1] 5.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.
- [2] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [3] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- [4] 5.W.6.1e: Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
- [5] "5.W.3.2: Write informative compositions on a variety of topics that –
- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- · Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented."
- [6] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.
- [7] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [8] 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [9] 5.RL.2.2: 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 reflects upon a topic; summarize the text.
- 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

- 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [10] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 5.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.
- 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- [11] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 5.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.
- 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- [12] 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- 5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- 5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [13] 5.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.

- [14] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- [15] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- [16] 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.
- 5.W.6.1a: Nouns/Pronouns Students are expected to build upon and continue applying conventions learned previously.

[17] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."
- [18] 5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- [19] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [20] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[21] 5.W.6.1b: Verbs –

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

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

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- · Provide an ending that follows from the narrated experiences or events."
- [23] 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- [24] 5.W.6.2a: Capitalization Applying correct usage of capitalization in writing.
- [25] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown

words.

- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [26] 5.RL.2.2: 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 reflects upon a topic; summarize the text.
- 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- [27] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
- 5.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.
- 5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- [28] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.2.3: Establish and follow agreed-upon rules for discussion.
- [29] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 5.SL.2.3: Establish and follow agreed-upon rules for discussion.
- 5.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.
- 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- 5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- [30] 5.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.
- [31] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- [32] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [33] 5.W.6.1e: Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

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

- · Clearly present a position in an introductory statement to an identified audience.
- Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- · Use language appropriate for the identified audience.
- · Connect reasons to the position using words, phrases, and clauses.
- Provide a concluding statement or section related to the position presented."
- [35] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [36] 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

[37] "5.W.4: Apply the writing process to –

- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."
- [38] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

- [39] "5.W.5: Conduct short research assignments and tasks on a topic.
- With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).
- · Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- · Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources."
- [40] 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
- [41] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [42] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [43] 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [44] 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- [45] 5.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.
- 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- 5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

- [46] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
- 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [47] 5.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.
- [48] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- [49] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[50] "5.W.6.1b: Verbs -

- · Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise)."

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

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- · Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- · Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- · Provide a concluding statement or section related to the information or explanation presented."
- [52] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [53] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.
- [54] 5.W.6.1e Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[55] 5.W.4 Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,

word choice); and edit writing for format and standard English conventions.

- Use technology to interact and collaborate with others to publish legible documents.
- [56] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[57] 5.W.6.2b Punctuation -

- Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

[58] 5.W.5: Conduct short research assignments and tasks on a topic.

With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).

- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.
- [59] 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
- [60] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [61] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [62] 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [63] 5.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.
- 5.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.
- 5.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.

- 5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- [64] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
- 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.
- [65] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 5.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.
- 5.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.
- 5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- [66] 5.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.
- [67] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- [68] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[69] 5.W.6.1b Verbs -

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
- [70] "5.W.3.1: Write persuasive compositions in a variety of forms

that -

- · Clearly present a position in an introductory statement to an identified audience.
- · Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Use language appropriate for the identified audience.
- · Connect reasons to the position using words, phrases, and clauses.
- · Provide a concluding statement or section related to the position presented."
- [71] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- [72] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [73] 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- [74] 5.W.6.1e Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[75] "5.W.4: Apply the writing process to –

- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- · Use technology to interact and collaborate with others to publish legible documents."
- [76] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[77] "5.W.5: Conduct short research assignments and tasks on a topic.

- With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- · Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources."
- [78] 5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- [79] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- [80] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

- [81] 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- [82] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [83] 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
- [84] 5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.
- 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
- [85] 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- [86] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- [87] 5.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.
- [88] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- [89] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text

based on specific information in the text.

[90] 5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

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

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- · Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events."
- [92] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [93] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- [94] 5.W.6.1e Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[95] 5.W.4 Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents.
- [96] 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- [97] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [98] 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- [99] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [100] 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- [101] 5.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.
- 5.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.
- [102] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- 5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- [103] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- [104] 5.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.
- [105] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [106] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[107] 5.W.6.1b Verbs -

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

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

Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.

- · Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- · Provide a concluding statement or section related to the information or explanation presented."
- [109] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- [110] 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- [111] 5.W.6.2a Capitalization Applying correct usage of capitalization in writing.

[112] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."
- [113] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

[114] 5.W.6.2b Punctuation -

- · Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate

[115] 5.W.5: Conduct short research assignments and tasks on a topic.

With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).

- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.
- [116] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [117] 5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.
- [118] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- [119] 5.RL.2.2: 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 reflects upon a topic; summarize the text.
- 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
- [120] 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- [121] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [122] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
- 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
- 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [123] 5.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.

- [124] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- [125] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[126] 5.W.6.1b Verbs -

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
- [127] 5.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.
- [128] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- [129] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [130] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- [131] 5.W.6.1e Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
- [132] "5.W.4: Apply the writing process to -
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
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- [133] 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- [134] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.
- [135] 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
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- 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

- 5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics
- [137] 5.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.
- 5.SL.2.3: Establish and follow agreed-upon rules for discussion.
- 5.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.
- 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- [138] 5.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.
- 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- [139] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
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- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.
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- [140] 5.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.
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- [142] 5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[143] 5.W.6.2b Punctuation -

- · Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

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

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
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- Provide an ending that follows from the narrated experiences or events."
- [145] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- [146] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[147] "5.W.4: Apply the writing process to –

- · Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."
- [148] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.
- [149] 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [150] 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- [151] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- [152] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
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- 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

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- 5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- [155] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
- 5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.
- [156] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
- 5.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.
- 5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion 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.