

14 Priority Standards

Grade Level	W.8
Kindergarten	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
First Grade	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Second Grade	Recall information from experiences or gather information from provided sources to answer a question.
Third Grade	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
Fourth Grade	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Fifth Grade	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Grade Level	W.9
Kindergarten	N/A
First Grade	N/A
Second Grade	N/A

Third Grade	N/A
Fourth Grade	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • <i>Describe the a story elements in depth</i> • <i>Explain how an author uses reasons and evidence to support a text</i>
Fifth Grade	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> • <i>Compare and contrast a story element from two different texts</i> • <i>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point</i>

Grade Level	RF.4
Kindergarten	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
First Grade	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read with purpose and understanding • Read orally with accuracy, appropriate rate, and expression • Use context to confirm or self correct word recognition and understanding • Re-read as necessary
Second Grade	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade level text with purpose and understanding • Read grade level orally with accuracy, appropriate rate, and expression • Use context to confirm or self correct word recognition and understanding • Re-read as necessary
Third Grade	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Fourth Grade	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Fifth Grade	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade Level	RI.1
Kindergarten	With prompting and support,ask and answer questions about key details in a text.
First Grade	Ask and answer questions about key details in a text.
Second Grade	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Third Grade	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Fourth Grade	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
Fifth Grade	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Grade Level	RI.4
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Kindergarten	With prompting and support, ask and answer questions about unknown words in a text.
First Grade	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Second Grade	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Third Grade	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Fourth Grade	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Fifth Grade	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Grade Level	RI.9
Kindergarten	With prompting and support, identify basic similarities in and differences between two texts on the same topic
First Grade	Identify basic similarities in and differences between two texts on the same topic
Second Grade	Compare and contrast the most important points presented by two texts on the same topic.
Third Grade	Compare, contrast and reflect on the most important points and key details presented in two texts on the same topic.
Fourth Grade	Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably

Fifth Grade	Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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Grade Level	RI.10
Kindergarten	Actively engage in group reading activities with purpose and understanding.
First Grade	With prompting and support, read informational texts at grade level text complexity or above
Second Grade	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
Third Grade	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Fourth Grade	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Fifth Grade	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade Level	RL.1
Kindergarten	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where,

	when, why, how).
First Grade	Ask and answer questions about key details in a text.
Second Grade	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Third Grade	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Fourth Grade	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
Fifth Grade	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Grade Level	RL.4
Kindergarten	Ask and answer questions about unknown words in a text
First Grade	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Second Grade	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Third Grade	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Fourth Grade	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

Fifth Grade	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
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Grade Level	RL.10
Kindergarten	Actively engage in group reading activities with purpose and understanding.
First Grade	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
Second Grade	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Third Grade	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Fourth Grade	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Fifth Grade	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade Level	L.4
Kindergarten	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately

	<ul style="list-style-type: none"> ● Use most frequently occurring affixes (example: -ed, -s, -ing)
First Grade	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. ● Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Second Grade	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). ● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). ● Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ● Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Third Grade	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). ● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). ● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Fourth Grade	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

	<ul style="list-style-type: none"> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Fifth Grade	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Grade Level	L.5
Kindergarten	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort common objects into categories Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites Identify real-life connections between words and their use. Distinguish shades of meaning among verbs describing the same general action
First Grade	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes . Identify real-life connections between words and their use Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Second Grade	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives

	(e.g., thin, slender, skinny, scrawny).
Third Grade	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). ● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). ● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Fourth Grade	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. ● Recognize and explain the meaning of common idioms, adages, and proverbs. ● Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Fifth Grade	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Interpret figurative language, including similes and metaphors, in context. ● Recognize and explain the meaning of common idioms, adages, and proverbs. ● Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Grade Level	L.6
Kindergarten	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
First Grade	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Second Grade	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Third Grade	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,

	including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Fourth Grade	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Fifth Grade	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade Level	SL.1
Kindergarten	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). ● Continue a conversation through multiple exchanges.
First Grade	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ● Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ● Ask questions to clear up any confusion about the topics and texts under discussion
Second Grade	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Build on others' talk in conversations by linking their explicit comments to the remarks of others.

	<ul style="list-style-type: none"> ● Ask for clarification and further explanation as needed about the topics and texts under discussion.
Third Grade	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● Explain their own ideas and understanding in light of the discussion.
Fourth Grade	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● Follow agreed-upon rules for discussions and carry out assigned roles. ● Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ● Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
Fifth Grade	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● Follow agreed-upon rules for discussions and carry out assigned roles. ● Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Recommended Lexile Read Aloud

2-3	● Read alouds at a 420-820
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4-5

- **Read alouds at 740-1010**