

WGSD Curriculum – English Language Arts

Kindergarten

Reading

High Priority Standards (MLS)

- K.R.1.A.a - With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in text based on the cover, title, and illustrations.
- K.R.1.A.b – With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud.
- K.R.1.A.c - With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud or familiar story.
- K.R.1.A.d - With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences.
- K.R.1.A.e - With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end.
- K.R.1.B.a-e – With guidance and support from adults, explore word relationships and nuances in word meanings.
- K.R.1.C.a – With assistance, determine connections between: text to self (text ideas and own experiences).
- K.R.1.D.a - Read independently for sustained periods of time by: engaging with text as developmentally appropriate.
- K.R.2.A.a - With assistance, read, infer, and draw conclusions to: identify elements of a story, including setting, character, and key events.
- K.R.2.A.b - With assistance, read, infer, and draw conclusions to: retell a main event from a stories read aloud and familiar stories.
- K.R.2.A.g – With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text.
- K.R.2.B.a – With assistance, read, infer and draw conclusions to: respond to rhythm and rhyme identifying a regular beat and similarities in word sounds.
- K.R.2.C.a – With assistance, read, infer and draw conclusions to: identify characters in a puppet play or performance by actors.
- K.R.3.C.a – With assistance, read, infer and draw conclusions to: ask and answer questions to clarify meaning.
- K.R.3.C.c - With assistance, read, infer and draw conclusions to: name the main topic and recall key details of the text.
- K.R.3.C.d - With assistance, read, infer and draw conclusions to: ask and answer questions about unknown words in a text.
- K.RF.1.A.a-f – Demonstrate understanding of the organization and basic features of print.
- K.RF.2.A.a-e - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- K.RF.3.A.a-d - Know and apply grade-level phonics and word analysis skills in decoding words.
- K.RF.4.A – Read with support, appropriate texts with purpose and understanding.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating knowledge of grade appropriate ways to solve words.
 - determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
 - recalling and retelling the important information or events from the text.

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Reading

- identifying characters, setting, main topic, and major events in a story.
- identifying the connection between two individuals, events, ideas, or pieces of information in a text.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying unknown words and attempting to solve them.
 - remembering what the story is about during reading.
 - discussing two or three details about the text, in any order, from the words and/or the pictures.
- recognizing and recalling specific vocabulary, such as: details, main topic, characters, setting, events, sequence, letter, long vowel sound, short vowel sound, letter sound, period, word, letter, upper-case, lowercase, space, picture, text, question, recall, unknown, phrases, first letter of a word, letter, meaning, rhyming words, first sound, last sound, middle sound, add, change, character, setting.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Print Concepts

Students will:

- follow words from left to right, top to bottom and page by page.
- construct high-frequency words in left-to-right order.
- recognize spaces between words in reading.
- take picture walks to introduce new books.
- use alphabet chart to link pictures and letter names.
- print alphabet letters.
- analyzes letter features; identifies letters based on discriminating features.
- point one-to-one on 1 to 2 lines of text using return sweep.
- know concept of word; construct single syllable words in left-to-right order.
- understand the alphabet is in a specific order.
- understand that words are made of letters.
- recognize that words are the same in isolation as they are in a book.
- apply the Alphabet Linking Chart by letter names, pictures and words, and in different ways

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Reading

- clap the syllables in one- and two-syllable words (from pictures).
- identifying all upper and lower case letters.
- knowing that a sentence is comprised of a group of words separated by spaces.

Phonological Awareness

Students will:

- identifying sounds in spoken words.
- hear rhymes and generate new rhymes in a variety of ways.
- clap one, two and three part words to determine the number of syllables.
- blend and segment onsets and rimes of single-syllable spoken words.
- isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme.
- make or sort rhyming words by changing initial consonants.
- dictate words with two letters, one being a long vowel. Students segment sounds on their fingers and write one letter in each box. (e.g., so, no, he, we).
- change initial and final consonants in three letter words. (e.g., rat-rag-ram-ran-rap)
- break words into their parts (onset and rime).
- build familiar words using slow articulation and direct letter-sound match in single syllable words.
- recognize and use ending sound and the letters that represent them.
- recognizing spoken alliteration or groups or words that begin with the same onset or initial sound.
- hear and identify short/long vowel sounds in words and the letters that represent them.
- compare and categorize words by initial sound and basic rhyming patterns.

Phonics/Word Analysis

Students will:

- demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- blend and segment onsets and rimes of single syllable spoken words.
- write letter or letters for most consonant and short vowel sounds.

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Reading

- add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- recognize and use beginning consonant sounds and the letters that represent them.
- use letter knowledge that is fast and fluent.
- fluently make, read and write some high frequency words with a variety of media (magnet letters, whiteboard, paper and pencil).
- spell most unknown words phonetically, including embedded sounds in two- or three-syllable words; later, moves into transitional spelling, noticing common patterns from reading and writing.
- manipulate letters to form simple analogies (cat, rat, sat) using magnet letters, whiteboards or other media.
- say words slowly to match letters to sounds.
- use simple digraphs (**sh**e, **th**e, **ch**ease).
- sort words by their short and long vowel sounds.
- make and write a few easy CVC words (cat, pin, sat, hot).

Fluency

Students will:

- recognize an increasing number of high-frequency words (20 or more by the end of the year) and simple regular words easily with support of meaning and language structures.
- locate high-frequency words in text.
- use the first and last letters of a word in connection with meaning or language syntax to solve it in continuous texts.
- use letter-sound information in coordination with meaning and language structure to solve words.
- monitor reading speed to assist in one-to-one matching.
- use knowledge of syllables to help in word-by-word matching
- reread the sentence to problem solve, self-correct or confirm.
- reread to search for and use information.
- use prior knowledge to self-monitor and self-correct.
- self-monitor and self-correct using language structure and meaning in text and pictures (meaning and structure).
- self-monitor accuracy and self-correct using known words, letter sound information and word parts (visual).
- use word-by-word matching to self-monitor and self-correct.
- use known words to make connections and solve words (analogies).
- use known words to self-monitor and self-correct.
- search for information in the print (letters, sounds, known words).

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Reading

- search for and use information in pictures. Notice details and use information to understand the text.
- use language structures to learn about the print.
- use language patterns to help in reading a text, with less dependence on the pattern, at the end of the year.
- reflect language syntax by putting words together in phrases.
- reflect words in bold with use of voice.
- notice and use quotation marks and reflect dialogue with the voice.
- process texts with simple dialogue and some pronouns, all assigned to speakers.
- demonstrate appropriate stress on words in a sentence.
- notice and use end punctuation and reflect it in voice, use appropriate pausing and intonation while reading orally.

Vocabulary

Students will:

- identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- ask and answer questions about unknown words in literature and informational text.
- use a picture dictionary to find words.
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- sort common objects into categories (e.g., shapes, foods,) to gain a sense of the concepts the categories represent.
- demonstrate understandings of frequently occurring verbs and adjectives by relating them to their opposite (antonyms).
- identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- distinguish shade of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Comprehension

Students will:

- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- retell familiar stories, including key details.
- identify characters, setting, and major events in a story.
- actively engage in group activities with purpose and understanding.

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Reading

- ask and answer questions beyond the text. (infer, predict, make connections)
- preview books by taking a “picture walk”.
- use decoding strategies to comprehend text. (picture clues, looking through the word, looking for known chunks, re-reading, think about what makes sense, get your mouth ready, use your pointing finger, break apart the word)
- understand the central message or lesson of a fictional story.

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Text Elements and Structure

High Priority Standards (MLS)

- K.R.1.C.b – With assistance, determine connection between: text to text (text ideas including similarities and differences in fiction and nonfiction).
- K.R.2.A.c – With assistance, read, infer and draw conclusions to: recognize sensory details and reoccurring phrases.
- K.R.2.A.d - With assistance, read, infer and draw conclusions to: recognize different types of texts.
- K.R.2.A.e - With assistance, read, infer and draw conclusions to: name author and illustrator of a story and describe how each is telling the story.
- K.R.2.a.f - With assistance, read, infer and draw conclusions to: compare and contrast adventures of characters in familiar stories.
- K.R.3.A.a – With assistance, read, infer and draw conclusions to: identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.
- K.R.3.A.b - With assistance, read, infer and draw conclusions to: use titles and illustrations to make predictions about text.
- K.R.3.A.c - With assistance, read, infer and draw conclusions to: identify text features.
- K.R.3.A.d - With assistance, read, infer and draw conclusions to: identify the meaning of environmental print.
- K.R.3.B.a – With assistance, read, infer and draw conclusions to: respond to examples of sensory details.
- K.R.3.C.b - With assistance, read, infer and draw conclusions to: identify basic similarities and differences between two texts on the same topic.
- K.R.4.A.a – With assistance, develop and awareness of media literacy by: identifying different forms of media.
- K.R.4.A.b - With assistance, develop and awareness of media literacy by: identifying techniques used in media.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- recognizing literary works (e.g., fiction, nonfiction, poetry).
- identifying that a story has a beginning, a series of events, and an end.
- noticing and commenting on the connection between the print and the pictures, individuals, events, ideas, and pieces of information in a text.
- identifying the reasons an author gives to support points in a text with support.
- making comparisons across reading selections.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying the author and illustrator.
 - describing the roles of an author and illustrator.
 - realizing stories have a beginning and end.

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Text Elements and Structure

- identifying the story and the illustrations.
- recognizing and recalling specific vocabulary, such as: beginning, end, same, different, author, illustrator, illustrations, front/back cover, title page, text, fiction, non-fiction, and poems.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- ask and answer questions beyond the text. (infer, predict, make connections)
- preview books by taking a “picture walk”.
- understand the central message or lesson of a fictional story.
- identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- compare and contrast the adventures and experiences of characters in familiar stories.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- understand the difference between fiction and non-fiction.
- identify the reasons an author gives to support points in a text.
- describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- recognize common types of texts (e.g., storybooks, poems).
- identify the front cover, back cover, and title page of a book.
- name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
- be exposed to many types of text.
- introduce text features (e.g., bold print, headings, labels, captions, glossaries, indexes, sidebars, key words).

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Writing

High Priority Standards (MLS)

- K.W.1.A.a – Follow a writing process, with assistance to generate a writing plan through: using pictures, oral language or written letters and/or words.
- K.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures.
- K.W.2.A.a - With assistance, draw/write opinion texts that: use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- K.W.2.A.b – With assistance, draw/write opinion texts that: give logical reasons for suggesting that others follow a particular course of action or line of thinking.
- K.W.2.A.c – With assistance, draw/write opinion texts that: use words that are related to the topic.
- K.W.2.B.a - With assistance, draw or write informative/explanatory texts that: use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.W.2.B.b - With assistance, draw or write informative/explanatory texts that: use words that are related to the topic.
- K.W.2.C.a, b, c, e - With assistance, draw or write fiction or non-fiction narratives and poems that: use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- K.W.2.C.d - With assistance, draw or write fiction or non-fiction narratives and poems that: use words that are related to the topic.
- K.W.1.C.a, b - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.1.D.a - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- K.W.2.A.a, b - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- K.W.2.A.c - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.2.A.d – With assistance, apply research process to: use pictures in conjunction with writing when documenting research.
- K.L.1.A (a-e)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.L.1B. (a-i) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to communicate in writing for a variety of purposes and audiences.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- writing to inform, explain, persuade, and narrate (not limited to only these types of writing).
- organizing ideas into a logical sequence.
- using developmentally appropriate capitalization, grammar, spelling, and punctuation.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - producing, illustrating and sharing a variety of compositions.
 - recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.

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Writing

- recognizing and recalling specific vocabulary, such as: capital, lowercase, period, question mark, exclamation point, words, spaces, topic, facts, details, planning, revising, editing, publishing, event, opinion, small moment, topic.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- write a lot about a little.
- respond to questions and suggestions from peers and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- explore a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults.
- be able to read their writing.
- use the word wall to help them spell.
- use spaces when writing.
- use upper and lowercase letters appropriately.

Narrative Writing

Students will:

- use a combination of drawing, dictating, and writing to produce narrative of a single event or several loosely linked events.
- organize the events as they occur.
- provide a reaction to what happened, who was there, and how the characters felt.
- provide a beginning, middle and ending.

Informational Writing

Students will:

- use a combination of drawing, dictating, and writing to produce a piece of writing.
- focus on one topic.
- provide important details about the topic.
- provide an ending to their writing.

Opinion Writing

Students will:

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Writing

- develop an understanding of an opinion piece through exploration with opinion texts, classroom opinion polls/discussions.
- use a combination of drawing, dictating, and writing to give his/her opinion or likes/dislikes about a topic or book.
- provide reasons that support their opinions.
- use transition words such as “because” to say more.

have a beginning, ending with supporting details.

Language (Grammar) (L.1.A)

Students will:

- identify naming words (nouns) and action words (verbs) (K.L.1.A.a).
- use plural nouns when speaking /s/ or /es/ (e.g., dog, dogs, wish, wishes) (K.L.1.A.b).
- express time and space (K.L.1.Ac).
- demonstrate the use of complete sentences in shared language activities (K.L.1.A.d)
- use question words in sentences (e.g., who, what, where, when, why, how) (K.L.1.A.e).

Language (Punctuation, Capitalization, Spelling) (L.1.B)

Student will:

- print in upper- and lowercase letters (K.L.1.B.a).
- recognize that a sentence ends with punctuation marks (K.L.1.B.b).
- capitalize own first and last name (K.L.1.B.c).
- capitalize first word in a sentence (K.L.1.S.d).
- capitalize the pronoun I (K.L.1.B.e).
- write and named the printed letters that match the sound (K.L.1.B.f).
- use inventive spelling with beginning, final and medial sounds (K.L.1.B.g).
- write and name letters for consonant and vowel sounds (K.L.1.B.h).
- use correct spelling of own first and last names (K.L.1.B.i).

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Research

High Priority Standards (MLS)

- K.W.2.A.a – With assistance, apply research process to: generate a list of open-ended questions about topics of class interest.
- K.W.2.A.b – With assistance, apply research process to: decide what sources or people in the classroom, school, library, or home can answer their questions.
- K.W.2.A.c – With assistance, apply research process to: gather evidence from sources.
- K.W.2.A.d – With assistance, apply research process to: use pictures in conjunction with writing then documenting research.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- asking simple questions and gathering information.
- recalling important information about a topic.
- sharing research gathered.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating questions to explore.
 - recalling some information.
- recognizing and recalling specific vocabulary, such as: research, event, source, facts, question and topic.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- explore non-fiction texts and text features.
- develop an understanding of the difference between an opinion and a fact.
- identify facts in a non-fiction text.
- develop a method for organizing facts.
- provide clear and accurate facts on a topic.
- explore a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults.

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Speaking and Listening

High Priority Standards (MLS)

- K.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- K.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: continue a conversation through multiple exchanges.
- K.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following one-step instructions, according to classroom expectations.
- K.SL.2.A.a - Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations.
- K.SL.3.A.a – Speak clearly using conventions of language when presenting individually or with a group by: taking turns speaking, according to classroom expectations.
- K.SL.3.A.b - Speak clearly using conventions of language when presenting individually or with a group by: continue a conversation through multiple exchanges.
- K.SL.3.A.c - Speak clearly using conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.
- K.SL.4.A.a – Speak clearly, audibly using conventions of language when presenting individually or with a group by: describing personal experiences using a prop, picture, or other visual aide.
- K.SL.4.A.b - Speak clearly, audibly using conventions of language when presenting individually or with a group by: speaking in complete sentences.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- sharing ideas and experiences with details and grade level- appropriate vocabulary.
 - demonstrating curiosity and the questioning skills to search for understanding.
 - creating visuals to clarify understanding.
 - speaking clearly and audibly to be understood by others.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - answering literal yes/no questions about persons, objects, and actions.
 - using some age-appropriate vocabulary.
 - recognizing and recalling specific vocabulary, such as: conversation, discussion, clearly, details, information, questions, text, ideas, presentation.

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Speaking and Listening

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- create rules for classroom discussion and follow agreed –upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- allow and encourage classroom conversations.
- introduce/model asking and answering questions in order to seek help, get information or clarify something that is not understood.
- model speaking audibly (loud enough for peers to hear).
- model expressing thoughts, feelings, and ideas clearly.
- ask and answer questions about key details and requesting clarification if something is not understood.
- ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- listen attentively to simple read aloud stories, poems, informational text and identify key details and specific facts.
- describe familiar people, places, things and events.
- provide additional details when presenting information.
- introduce how to add drawings or other visual displays to provide additional detail.
- present to peers (sharing writing, presenting thoughts and feelings).

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1st Grade

Reading

High Priority Standards (MLS)

- 1.R.1.A.a - Develop and demonstrate reading skills in response to reading text and read alouds by: predicting what will happen next using prior knowledge.
- 1.R.1.A.b - Develop and demonstrate reading skills in response to reading text and read alouds by: asking and responding to relevant questions.
- 1.R.1.A.c - Develop and demonstrate reading skills in response to reading text and read alouds by: seeking clarification and locating facts and details about stories and other texts.
- 1.R.1.A.d - Develop and demonstrate reading skills in response to reading text and read alouds by: retelling main ideas in sequence including key details.
- 1.R.1.A.e - Develop and demonstrate reading skills in response to reading text and read alouds by: recognizing beginning, middle, and end.
- 1.R.1.A.f - Develop and demonstrate reading skills in response to reading text and read alouds by: monitoring comprehension and making connections and adjustments when that understanding breaks down.
- 1.R.1.B.a – Develop and understanding of vocabulary by: use common affixes to figure out the meaning of a word.
- 1.R.1.B.b - Develop and understanding of vocabulary by: identify common root words and their inflectional endings.
- 1.R.1.B.c - Develop and understanding of vocabulary by: identifying words that name actions and words that name persons, places, or things.
- 1.R.1.B.d - Develop and understanding of vocabulary by: recognizing that compound words are made up of shorter words.
- 1.R.1.B.e - Develop and understanding of vocabulary by: determining what words mean from how they are used in context of a sentence either heard or read.
- 1.R.1.B.f - Develop and understanding of vocabulary by: sorting words into conceptual categories.
- 1.R.1.B.g - Develop and understanding of vocabulary by: distinguishing shade of meaning among verbs and adjectives.
- 1.R.1.B.h - Develop and understanding of vocabulary by: locating words in a dictionary.
- 1.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: engaging with and reading text that is developmentally.
- 1.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 1.R.2.A.a – Read, infer, and draw conclusions to: describe characters, setting, problem, solution and events in logical sequences.
- 1.R.2.A.b - Read, infer, and draw conclusions to: describe the main idea of a story.
- 1.R.2.A.c - Read, infer, and draw conclusions to: describe sensory details.
- 1.R.2.A.e - Read, infer, and draw conclusions to: explain the actions of the main character and the reason for those actions.
- 1.R.3.A.d - Read, infer, and draw conclusions to: follow written multi-step directions with picture clues to assist with understanding.
- 1.R.3.B.b - Read, infer, and draw conclusions to: identify examples of sensory details.
- 1.R.3.C.a - Read, infer, and draw conclusions to: ask and answer questions to clarify meaning.
- 1.R.3.C.b - Read, infer, and draw conclusions to: identify main ideas and provide supporting details.
- 1.R.3.C.c - Read, infer, and draw conclusions to: describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RF.1.A.a-b - Demonstrate understanding of the organization and basic features of print.
- 1.RF.2.A.a-e - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1.RF.3.A.a-k - Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.RF.4.A.a – Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

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Reading

- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
- retelling stories describing the literary elements of theme, setting, character, and major events in a story.
- describing the connection between two individuals, events, ideas, or pieces of information in a text.
- identifying main topic and retelling key details of a text.
- identifying and talking about key information in a text (who, what, where when, why) to ask and answer questions.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying unknown and multiple-meaning word and phrases.
 - asking and answering questions, retelling stories, or illustrating the main idea or essential message.
 - self-monitoring and self-correct reading when something does not make sense, sound right or look right.
 - identifying characters, setting, main topic, and major events in a story.
- recognizing and recalling specific vocabulary, such as: sequence of events, lesson, central message, fact, reread, self-correct, fluent reading, digraphs, syllables, endings, consonants, beginning sound, middle sound, ending sound, blends, main idea, key details, topic, retell.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Print Concepts

Students will:

- recognize that sentences are comprised of words separated by spaces.
- recognize the distinguishing features of a sentence.
- secure one-to-one matching and directionality.
- name all capital and lowercase letters.
- articulate the first letter in unknown words.
- participate at individual instructional level in guided reading.

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Reading

- use demonstrated stories, charts, read alouds, and books to reinforce print concepts through teacher modeling.

Phonological Awareness

Students will:

- secure recognition and use of consonant sounds.
- secure review of ending consonant sounds.
- secure hearing and identifying short vowel sounds in words and letters that represent them.
- recognize and use short vowel sounds in the middle of words (CVC).
- hear and identify long vowel sounds in words and the letters that represent them.
- sort pictures by initial and final sounds.
- match or sort pictures with rhyming sounds (ten, pen, hen).
- say and clap the syllables in one- and two-syllable words (from pictures).
- read the Alphabet Linking Chart by letter names, pictures and words, and in different ways (all vowels, all consonants, letters only, backwards order, every other letter).
- read the Consonant Cluster Linking Chart in a variety of ways (all words, every other box, backwards order).

Phonics/Word Analysis

Students will:

- learn a large bank of high-frequency words. Read and write high-frequency words fast, fluently and automatically.
- search through words in a left-to-right sequence, blend letters into sounds, and repeat to confirm.
- use magnetic letters, white boards or other media to take words apart at the larger unit of analysis.
- solve multisyllabic words by noticing parts within words.
- manipulate letters to form analogies.
- use analogy charts to sort words by their short and long vowel sounds.
- use magnetic letters or whiteboards to change vowel sounds in simple words by adding and deleting the silent e.
- use whiteboards or magnetic letter to add endings to words (e.g., look-looked-looking, go-going, like-likes).
- use analogy of words and word parts to read new words (**cat** helps read **mat**; **she**, **out**, **red** help read parts in **shouted**).
- use known patterns of onset and rime to build and read unknown words.
- analyze parts of words in reading and writing (inflectional endings, rimes, contractions).
- use sound boxes.
- dictate words with a CVC pattern. Students segment the sounds on their fingers and write one letter in each box.
- use three sound boxes and dictate words with a digraph. Both letters of the digraph go in the same box.
- use four boxes and dictate words with an initial blend or final blend, and later, initial and final blends.
- dictate sentences with targeted sight words.
- recognize and use short vowels at the beginning of words.

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Reading

- recognize and use long vowel sounds in words.
- recognize and use consonant digraphs at the beginning and end of words.
- recognize and use 2-3 letter clusters.
- recognize and use words that end with double letters (e.g., will, call).
- recognize and use vowels in words with silent e.
- recognize and use middle consonant sounds represented by double letters.
- recognize and use vowel combinations in words (e.g., rain, see, cheat).

Fluency

Students will:

- increase quick and easy recognition of words in reading.
- use letter-sound analysis from left to right to read increasingly more complex new words.
- use beginning and ending parts of words to solve them.
- use consonant and vowel sound-letter relationships to solve words.
- remove the ending from base words to solve new words.
- use known words and word parts (including onsets and rimes) to solve unknown words while reading.
- make connections between words by letters, sounds, or spelling patterns.
- use language structure, meaning and visual information in a coordinated way to solve words.
- take apart many new words “on the run” and compound words to solve them.
- connect words that mean the same or almost the same to derive meaning from the text, understand the text, and acquire new vocabulary.
- use context and pictures to derive the meaning of unfamiliar vocabulary and the meaning of new words.
- demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, notice word parts, notice endings and prefixes etc.).
- break down a longer word into syllables in order to decode manageable parts.
- solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships.
- increasingly demonstrate competent, active word solving while reading at a good pace with less overt problem solving.
- use meaning, structure, and visual information to solve new words, to monitor and self-correct reading.
- reread the sentence or phrases to problem solve, self-correct, or confirm.
- self-correct closer the point of error.
- reread to confirm word solving by checking other sources of information.
- reread the sentence to search for and use information.
- reread to problem-solve, self-correct, or confirm but less frequently at higher levels of reading.

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Reading

- use sounds related letter-sound relationships and word parts to monitor and correct reading.
- use relationships between sounds and letter, letter clusters, and large parts of words to monitor accuracy of reading.
- use meaning, language structure and visual information to monitor and self –correct.
- use known words to self-monitor and self-correct.
- realize when more information is needed to understand a text.
- notice details in pictures and use information to understand the text.
- process texts with simple and some split dialogue and some pronouns, all assigned to speakers.
- reread to search for and use information from language structures or meaning, or to confirm reading.
- search for and use all sources of information together to solve new words while reading.
- notice, search for, remember, and discuss information that is important to understanding.
- use simple organizational features (titles, headings, table of contents, and glossary) to find information.
- notice and use readers’ tools, such as table of contents, and simple graphics, where applicable.
- notice and use labels and captions for pictures and simple diagrams.
- search for specific facts in informational texts.
- use chapter title as to foreshadow content.
- process long sentences (ten or more words) with many embedded phrases and clauses.
- remember information to help in understanding the end of a story in increasingly longer books.
- recall important details after reading a text.
- remember the important information from a factual text.
- recall a series of events in order.
- understand and talk about a simple sequence of events or steps.
- provide an oral summary, and later in writing, of a text with appropriate details in sequence
- follow and reflect in discussion the multiple events of a story.
- demonstrate understanding of sequence when summarizing a text.
- identify and understand a set of related ideas in a text.
- summarize narratives with multiple episodes as part of the same simple plot.
- understand the problem and solution.
- demonstrate phrased, fluent, oral reading.
- reflect language syntax and meaning through phrasing and expression.
- read dialogue with phrasing and expression that reflects understanding of characters and events.
- reflect punctuation through appropriate pausing and intonation while reading orally.

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Reading

- demonstrate appropriate stress on words, pausing and phrasing, intonation and use of punctuation.
- slow down or repeat to think about meaning to problem solve and resume good rate of reading.
- reread to solve words or think about ideas and resume good rate of reading.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently at a good rate, later in the year.

Vocabulary

Students will:

- ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- use the illustrations and details in a text to understand new vocabulary words.
- with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use frequently occurring affixes as a clue to the meaning of a word.
- 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.
- identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).
- sort words into categories to gain a sense of the concepts the categories represent.
- define words by category and by one or more key attributes.
- identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
- identify real-life connections between words and their use.
- distinguish shades of meaning among verbs differing in manner, (look, peek) and adjectives differing in intensity (large, gigantic) by defining or choosing them or by acting out the meanings.

Comprehension

Students will:

- determine the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use frequently occurring affixes as a clue to the meaning of a word.
 - a. identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- use comprehension strategies.
 - ask questions before, during, and after reading.
 - make meaningful connections.

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Reading

- use schema.
- create visualizations.
- make inferences.
- determine important ideas.
- retell a story, including characters, setting and major events, using correct sequence of events.
- self-monitor and notice when comprehension breaks down (This begins with teacher modeling and moves to students internalizing these questions).
 - Does that make sense?
 - Does that sound right?
 - Does that look right?
- identify the central message or lesson within a narrative.
- identify the main topic of an informational text using key details to support thinking.
- use comprehension strategies such as making connections and asking questioning.
 - read a variety of texts to determine the central message or lesson.

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Text Elements and Structure

High Priority Standards (MLS)

- 1.R.1.C.a – Determine connection between: text to text (text ideas including similarities and differences in fiction and nonfiction).
- 1.R.2.A.d - Read, infer, and draw conclusions to: explain recurring phrases and why they are used.
- 1.R.2.A.f - Read, infer, and draw conclusions to: identify who is telling the story.
- 1.R.2.A.g - Read, infer, and draw conclusions to: compare and contrast adventures and experiences of characters in stories.
- 1.R.2.B.a - Read, infer, and draw conclusions to: use rhythm, rhyme and alliteration through identifying a regular beat and similarities in word sounds.
- 1.R.2.C.a - Read, infer, and draw conclusions to: identify characters and dialogue in plays or performances by actors.
- 1.R.2.C.b - Read, infer, and draw conclusions to: recognize sensory details in literary texts.
- 1.R.3.A.a - Read, infer, and draw conclusions to: use text features to restate the main idea.
- 1.R.3.A.b - Read, infer, and draw conclusions to: explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.
- 1.R.3.A.c - Read, infer, and draw conclusions to: use text features to locate specific information in text.
- 1.R.3.B.a - Read, infer, and draw conclusions to: distinguish between fiction and nonfiction.
- 1.R.3.C.d - Read, infer, and draw conclusions to: identify the reasons an author gives to support points in a text.
- 1.R.3.C.e - Read, infer, and draw conclusions to: identify similarities and differences between texts on the same topic.
- 1.R.4.A.a – With assistance, develop an awareness of media literacy by: distinguishing purposes of media.
- 1.R.4.A.b - With assistance, develop an awareness of media literacy by: explaining the techniques used in media.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- identifying descriptive words and phrases.
- identifying who is telling the story at various points in a text.
- noticing characteristics of genres (fiction, nonfiction, realistic stories, traditional literature and fantasy).
- using readers’ tools (pictures, table of contents, headings, and glossary) to find information.
- making comparisons of plots, settings, characters, and topics between texts.
- relating characters, settings, and events to their world.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - recognizing whether a text is fiction or nonfiction.
 - noticing and commenting on the connection between the print and the pictures, individuals, events, ideas, and pieces of information in a text.

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Text Elements and Structure

- using the illustrations and details in a text to describe its key details.
- recognizing and recalling specific vocabulary, such as: plot, compare, contrast, key details, main idea, topic, narrator, text structure, informational text, heading, table of contents, glossary, electronic menu, and icon.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- compare and contrast two or more stories and characters.
- use comprehension strategies (making connections, questioning, and inferring).
- locate key details and important points in informational texts.
- compare informational texts on the same topic.
- distinguish shades of meaning among words (e.g., large, gigantic/ look, peek).
- identify the main topic of an informational text using key details to support thinking.
- read a variety of texts to determine the central message or lesson.
- discuss character points of view.
- discuss how the characters change throughout the story (shown through thoughts, feelings and actions).
- make connections to characters in story, discuss similarities and differences between personal point of view vs. character point of view.
- analyze character's actions and how they reflect their point of view.
- identify text features such as: headings, tables of contents, glossaries, electronic menus and icons and use these features to locate key facts or information in a text.
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Writing

High Priority Standards (MLS)

- 1.W.1.A.a – Follow a writing process to plan a first draft by: brainstorming and recording key ideas.
- 1.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into sentences and stay on topic throughout the text.
- 1.W.1.B.b, 1.W.2.A.a, 1.W.2.A.b, 1.W.2.A.d, 1.W.2.A.e - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- 1.W.2.A.c – Write opinion texts that: use some specific words that are related to the topic.
- 1.W.1.B.b, 1.W.2.B.a, 1.W.2.B.c, 1.W.2.B.d - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.2.B.b – Write informative/explanatory texts that: use some specific words that are related to the topic.
- 1.W.1.B.b, 1.W.2.C.a, 1.W.2.C.b, 1.W.2.C.c, 1.W.2.C.d - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.2.C.e – Write fiction or non-fiction narratives and poems that: use words that are related to the topic.
- 1.W.2.C.f – Write fiction or non-fiction narratives and poems that: provide a reaction to what happened in the events.
- 1.W.1.C.a - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.W.1.C.b – Reread, revise and edit draft, with assistance from adults/peers, to: edit by leaving spaces between words in sentences.
- 1.W.1.D.a - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1.W.3.A.a-b - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 1.W.3.A.c- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.L.1.A.a-g - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.W.1.C.c, 1.L.1.B.a-g - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- writing to inform, explain, persuade, and narrate (not limited to only these types of writing).
 - organizing ideas into a logical sequence.
 - maintaining focus on a single idea using supporting details.
 - using developmentally appropriate capitalization, grammar, spelling, and punctuation.
- Approaching: Student demonstrates he/she is nearing proficiency by:

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Writing

- performing basic processes such as:
 - producing, illustrating and sharing a variety of compositions.
 - recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: beginning, middle, end, retell, transition word, sketch, mentor text, closure, writing process, narrative, sequence of events, informational writing, accurate, reasons, clear, end punctuation, comma.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- stretch out each word and write each sound they hear.
- write with focus.
- talk to other writers about their writing.
- reread and fix their writing and make sure it makes sense.
- respond to questions and suggestions from peers, and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- use a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.

Narrative

Students will:

- use events from their life to write a Small Moment.
- plan their small moment story before they write it.
- use pictures to help them add words to their story.
- use transition words (temporal words e.g., first, next, then) to move the story along.
- with guidance and support from adults, recall information from experiences or gather information from provided sources.
- use labels and words to give details.

Information/Expository

Students will:

- introduce and teach about a topic.

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Writing

- be able to supply several clear and accurate facts to teach about your topic.
- tell different parts of the topic on different pages.
- tell about his/her topic part by part.

Opinion

Students will:

- formulate an opinion based on a topic or name of book.
- be able to supply at least two reasons for their opinion.
- Name a topic and write an opinion or likes/dislikes and support opinion with facts.
- Say more about their opinion and use such words as “and” and “because”.

Language (Grammar) (L.1.A)

Students will:

- use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) (1.L.1.A.a).
- use common, proper, and possessive nouns (1.L.1.A.a).
- use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (1.L.1.A.a).
- use adjectives/adverbs in sentences (1.L.1.A.b).
- use frequently occurring conjunctions (e.g., and, but, or, so , because) (1.L.1.A.c).
- use determiners (e.g., articles, demonstratives such as a, an, the, this, those, my, your, his) (1.L.1.A.d).
- use frequently occurring prepositions (e.g., during, beyond, toward) (1.L.1.A.e).
- use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) (1.L.1.A.f).
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (1.L.1.A.g).

Language (Punctuation, Capitalization, Spelling) (L.1.B)

Student will:

- print legibly, using correct spacing between words and sentences (1.L.1.B.a).
- use ending punctuation (1.L.1.B.b).
- capitalize the first letter of others’ first and last names (1.L.1.B.c)
- use commas in dates and to separate single words in a series (1.L.1.B.d)
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (1.L.1.B.e).
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (1.L.1.B.f).
- use all they know about words and chunks of words to help them spell.

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Writing

- use the word wall to help them spell.

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1st Grade
Research

High Priority Standards (MLS)

- 1.W.3.A.a – With assistance, apply research process to: generate a list of open-ended questions about topics of interest.
 1.W.3.A.b – With assistance, apply research process to: decide what sources of information might be relevant to answer these questions.
 1.W.3.A.c – With assistance, apply research process to: gather personal and natural evidence from available sources, as well as from interviews with local experts.
 1.W.3.A.d – With assistance, apply research process to: organize information found during group or individual research, using graphic organizers or other aids.
 1.W.3.A.e – With assistance, apply research process to: make informal presentations of information gathered.
 1.W.3.A.f – With assistance, apply research process to: self-evaluate using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- asking simple questions and gathering information on a topic.
- recording information in order to communicate.
- recalling information from sources.
- identifying text features to locate information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating research questions such as brainstorming, identifying key words, and group related ideas.
 - recalling some information.
 - identifying the authors and titles of works used in the research process.
- recognizing and recalling specific vocabulary, such as: recall, information, text feature, accurate, and record.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- recall information from experiences or gather information from provided sources.
- use personal experience or gathered information to answer a question.

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Research

- be able to supply several clear and accurate facts based on shared research.
- respond to questions and suggestions from peers, and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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Speaking and Listening

High Priority Standards (MLS)

- 1.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- 1.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: build on others’ talk in conversations by responding to the comments of others.
- 1.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following two-step instructions, according to classroom expectations.
- 1.SL.2.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations.
- 1.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns speaking, according to classroom expectations.
- 1.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: build on others’ talk in conversations by responding to comments of others.
- 1.SL.3.A.c - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.
- 1.SL.4.A.a – Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen), using a prop, picture, or other visual aid to show understanding.
- 1.SL.4.A.b - Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: reciting poetry with a group or individually.
- 1.SL.4.A.c - Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using complete sentences, adjusting volume, as needed.
- 1.R.1.B.i - Develop and understanding of vocabulary by: use words and phrases acquired through conversations, reading and being read to and responding to texts.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- expressing a complete thought with relevant, clear details and grade level-appropriate language and vocabulary.
 - demonstrating curiosity and the questioning skills to search for understanding.
 - listening with attention to understand texts and information presented.
 - using visuals to enrich understanding of a topic.

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Speaking and Listening

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - speaking clearly and audibly enough to be understood by others in conversation.
 - creating visuals to clarify meaning.
 - asking and answering literal yes/no questions about persons, objects, and actions.
- recognizing and recalling specific vocabulary, such as: complete sentence, collaboration, answer, respond, clarify, describe, key ideas, media, answer, describe, illustrate, appropriate, relevant.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- follow agreed-upon rules 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.
- ask relevant questions about what a speaker says in order to gather additional information or clarify what is not understood.
- listen to gather information.
- speak in complete sentences when appropriate.
- speak audibly.
- express thoughts, ideas, and feelings clearly.
- stay on topic when speaking.
- provide accurate descriptions of people, places, things, and events.
- listen to comprehend in a variety of situations such as read alouds, media, and class discussions.
- participate in a variety of speaking and listening activities such as read alouds, media, and class discussions.
- answer questions to demonstrate understanding.
- answer questions to provide knowledge of key ideas.
- add illustrations that clarify presented ideas

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2nd Grade

Reading

High Priority Standards (MLS)

- 2.R.1.A.b – Develop and demonstrate reading skills in response to text by: asking and responding to relevant questions.
- 2.R.1.A.d - Develop and demonstrate reading skills in response to text by: retelling a story’s beginning, middle and end and determining their central message, lesson or moral.
- 2.R.1.A.e - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making connections and adjustments when understanding breaks down.
- 2.R.1.B.a-c - 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.
- 2.R.1.B.d - Develop an understanding of vocabulary by: using antonyms and synonyms.
- 2.R.1.B.e - Develop an understanding of vocabulary by: locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases.
- 2.R.1.B.f - Develop an understanding of vocabulary by: distinguishing meaning among closely related verbs and adjectives.
- 2.R.1.B.g - Develop an understanding of vocabulary by: recognizing that some words have literal and non-literal meanings.
- 2.R.1.D.a – Reading independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 2.R.1.D.b - Reading independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 2.R.2.A.a – Read, infer, analyze, and draw conclusions to: describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson.
- 2.R.2.A.b - Read, infer, analyze, and draw conclusions to: describe main characters in works of fiction, including their traits, motivations, and feelings.
- 2.R.2.A.e - Read, infer, analyze, and draw conclusions to: describe cause and effect relationships.
- 2.R.2.C.a - Read, infer, analyze, and draw conclusions to: identify characters, setting, acts, and scenes in plays.
- 2.R.3.A.a - Read, infer, analyze, and draw conclusions to: identify the main idea of sections of text and distinguish it from the topic.
- 2.R.3.A.b - Read, infer, analyze, and draw conclusions to: demonstrate understanding by locating facts to answer and/or ask questions.
- 2.R.3.A.e - Read, infer, analyze, and draw conclusions to: follow written multi-step directions.
- 2.R.3.A.f - Read, infer, analyze, and draw conclusions to: describe connections between and state the order of the events or ideas.
- 2.R.3.B.b - Read, infer, analyze, and draw conclusions to: ask and answer questions to clarify meaning.
- 2.R.3.B.c - Read, infer, analyze, and draw conclusions to: explain examples of sensory details.
- 2.R.3.C.a - Read, infer, analyze, and draw conclusions to: explain main ideas and supporting details.
- 2.R.3.C.b - Read, infer, analyze, and draw conclusions to: describe the connection between events and retell sequence of events.
- 2.R.3.C.c - Read, infer, analyze, and draw conclusions to: describe the connection between identify problems and solutions.
- 2.RF.1.A.a – Develop print awareness in the reading process by: understanding that sentences are organized into paragraphs to convey meaning.
- 2.RF.3.A.a-j - Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.RF.4.A.a - Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content by choosing flexibly from an array of strategies.

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2nd Grade
Reading

- describing how characters respond to major events and challenges.
- describing the connection between a series of events, ideas or concepts, or procedures in a text.
- explaining the theme or main idea of a text using details to support his/her thinking.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - applying word analysis skills (e.g., phonics, word patterns) to recognize new words.
 - describing the characters, setting, and major events in a story.
 - retelling stories and demonstrating understanding of their central message or lesson.
 - identifying the main topic and retelling key details of a text.
- recognizing and recalling specific vocabulary, such as: moral, fable, folktale, fluency, self-monitor, reread, word parts, vowel teams, prefixes, suffixes, known word parts, main idea/topic, poem, rhyme, repeated lines, definition, dictionary.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Print Concepts

Students will:

- understand that sentences are organized into paragraphs to convey meaning.

Phonics/Word Analysis

Students will:

- use common syllable patterns to decode words including r-controlled vowels.
- recognize, make or write words using phonograms with short vowel patterns (CVC: pet) and long vowel patterns (CVCe: bike), or words with double vowel letter (moon, green).
- recognize, make or write words using vowel teams (sigh, weigh, about, soil) and vowel –r combinations (car, her, first, sport, burn).
- take apart and make one- and two-syllable words with a variety of patterns (d-ay, dr-ip, drag –on, ti-ger) in reading and writing.
- use syllable breaks to spell and read longer words.
- clap syllables to hear the breaks in one, two and three syllable words.
- work flexibly with base words, taking apart and making new words by changing letters and adding prefixes and suffixes (tie/tied/untie).
- recognize word patterns that look the same but sound different (dear, bear) and that sound the same but look different (said, bed).
- read irregularly spelled words (i.e., said, break, friend).

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Reading

- determine the meaning of the new word when a prefix is added to a known word.
- use known root words to determine new words.
- use knowledge of known words to predict the meanings of compound words.
- recognize word patterns that look the same but sound different (dear, bear) and that sound the same but look different (said, bed).

Fluency

Students will:

- increase quick and easy recognition of words in reading.
- use letter-sound analysis from left to right to read increasingly more complex new words.
- use beginning and ending parts of words to solve them.
- use consonant and vowel sound-letter relationships to solve words.
- remove the ending from base words to solve new words.
- use known words and word parts (including onsets and rimes) to solve unknown words while reading.
- make connections between words by letters, sounds, or spelling patterns.
- use language structure, meaning and visual information in a coordinated way to solve words.
- take apart many new words “on the run” and compound words to solve them.
- connect words that mean the same or almost the same to derive meaning from the text, understand the text, and acquire new vocabulary.
- use context and pictures to derive the meaning of unfamiliar vocabulary and the meaning of new words.
- demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, notice word parts, notice endings and prefixes etc.).
- look for and notice rhythm within a story (e.g., The Lady Who Swallowed A Fly).
- look and listen for rhyming words within a story, poem, or song.

Vocabulary

Students will:

- use information from illustrations to help them read unknown words.
- use sentence-level context clues for meaning and understanding.
- determine the meaning of a new word when a prefix is added to a known word.
- use known root words to determine new words.
- use knowledge of known words to predict the meanings of compound words.
- use glossaries and dictionaries (digital & print) to determine or clarify meanings of words and phrases.
- identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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Reading

- distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Comprehension

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary.
- use sentence-level context as a clues for meaning and understanding.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- classify literary works.
- identify the central message, lesson, or moral.
- self-monitor comprehension.
- use reading comprehension strategies –predicting, making connections, questioning, and inferring.
- use fix-up strategies such as looking at the pictures, getting your mouth ready, cross-checking, rereading.
- identify the literary elements of theme, setting, plot and character within literary works.
 - identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading.
 - identify the central message, lesson, or moral within a narrative.
 - identify the main topic of an informational text using key details to support thinking.
 - read fables and folktales and determine their central message, lesson, or moral.

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2nd Grade
Text Elements and Structure

High Priority Standards (MLS)

- 2.R.1.A.a – Develop and demonstrate reading skills in response to text by: using text features to make and confirm predictions, or explain why not confirmed.
- 2.R.1.A.c - Develop and demonstrate reading skills in response to text by: seeking clarification, and using information/facts and details about stories and other texts and supporting answers with evidence from text.
- 2.R.1.C.a – Determine relevant connections between: text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).
- 2.R.1.C.b - Determine relevant connections between: text to world (text ideas to experiences in the world).
- 2.R.2.A.c - Read, infer, analyze, and draw conclusions to: compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.
- 2.R.2.A.e - Read, infer, analyze, and draw conclusions to: explain how the story changes based on who is telling the story.
- 2.R.2.A.f - Read, infer, analyze, and draw conclusions to: compare and contrast the differences in points of view of characters and how stories are narrated.
- 2.R.2.B.a - Read, infer, analyze, and draw conclusions to: describe how rhyme, rhythm, and repetition create imagery in poetry.
- 2.R.2.B.b - Read, infer, analyze, and draw conclusions to: use onomatopoeia.
- 2.R.2.C.b - Read, infer, analyze, and draw conclusions to: identify the elements of dialogue and use them in informal plays.
- 2.R.3.A.c - Read, infer, analyze, and draw conclusions to: use text features to locate specific information.
- 2.R.3.A.d - Read, infer, analyze, and draw conclusions to: explain common graphic features to assist in the interpretation of text.
- 2.R.3.B.a - Read, infer, analyze, and draw conclusions to: explain why a text is fiction or nonfiction.
- 2.R.3.C.d - Read, infer, analyze, and draw conclusions to: identify the author’s purpose.
- 2.R.3.C.e - Read, infer, analyze, and draw conclusions to: compare and contrast the most important points presented by text on the same topic.
- 2.R.4.A.a – Read to develop an understanding of media and its components by: explaining purposes of media.
- 2.R.4.A.b - Read to develop an understanding of media and its components by: describing techniques used to create media messages.
- 2.R.4.A.c - Read to develop an understanding of media and its components by: identifying various written conventions for using digital media.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- explaining how a text is organized.
- using various text features to gather information.
- noticing descriptive language, and describing how it contributes to enjoyment or understanding of a text.
- noticing multiple characters’ points of view.

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Text Elements and Structure

- identifying the main purpose of a text, including what the author wants to answer, explain, or describe.
- connecting character, setting and plot to real-life.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying the elements of story structure, including setting, plot, character, problem and solution.
 - recognizing different literary forms.
 - identifying who is telling the story.
 - using readers' tools (table of contents, headings, and glossary) to find information.
- recognizing and recalling specific vocabulary, such as: recount, point of view, conclusion, bold print, captions, subheadings, index, diagrams.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify the central message, lesson, or moral within a narrative.
- identify the main topic of an informational text using key details to support thinking.
- comparing and contrasting the content and organization of selections.
- Use reading comprehension strategies such as making connections and asking questions.
- read fables and folktales and determine their central message, lesson, or moral.
- read a variety of texts to determine the central message, lesson, or moral.
- identify the main character and other characters within a story.
- make connections to characters in story, discuss similarities and differences between personal point of view vs. character point of view.
- determine the character's point of view.
- analyze character's actions and how they reflect their point of view.
- see that characters change throughout the piece (shown through their thoughts, feelings, actions).
- identify author purpose, entertain, inform.
- identify and describe how the beginning introduces a story and the ending concludes the action.

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Text Elements and Structure

- understand how stories build from beginning, middle, to end.
- describe how characters respond to events and challenges in a story.
- use the illustrations and words to understand characters, setting, or plot.
- locate and explain the use of text features (e.g., What does bold print mean? Where is the glossary?).
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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2nd Grade

Writing

High Priority Standards (MLS)

- 2.W.1.A.a – Follow a writing process to plan a first draft by: brainstorming and recording key ideas using a graphic organizer.
- 2.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into clear and coherent sentences.
- 2.W.1.B.b - Appropriate to genre type, develop a draft from prewriting by: generating paragraphs with one main idea.
- 2.W.1.B.c - Appropriate to genre type, develop a draft from prewriting by: creating evidence of beginning, middle and end.
- 2.W.1.B.d - Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience.
- 2.W.1.C.a – Reread, revise and edit draft with assistance from adults/peers, to: strengthen writing as needed by revising – main idea, details, word choice, sentence construction, event order, audience and voice.
- 2.W.1.C.b – Edit for language conventions.
- 2.W.2.A.a-e - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- 2.W.2.B.a-e - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.W.2.C.a-f - Write fiction or non-fiction narratives and poems, which recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 2.W.1.D.a - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 2.W.3.A.a-b - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.W.3.A.c-e - Recall information from experiences or gather information from provided sources to answer a question.
- 2.L.1.A.a-h - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1.B.a-i - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- identifying appropriate format, audience and purpose.
- generating and organizing ideas (e.g, focus on one topic; organize writing to include beginning, middle and end; use descriptive words when writing about people, places, things, events).
- creating interest by using descriptive words and supporting details.
- using developmentally appropriate capitalization, grammar, spelling, and punctuation.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:

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Writing

- producing, illustrating and sharing a variety of compositions.
- organizing ideas into a logical sequence.
- recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: evidence, linking words, concluding statement, narrative, temporal words, recount, introduction, definition, capitalization, dictionary, grammar, conventions, simple sentence, and compound sentence.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process:

Students will:

- strengthen writing as needed by revising and editing with guidance and support from adults and peers.
- use a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.

Narrative

Students will:

- write narratives that recount a well elaborated event or short sequence of events.
- write a lot about a little; students will focus on a topic with guidance and support from adults.
- choose the action, talk, or setting that would make a good beginning
- use transition words (temporal words e.g., after, before, during, later) to signal event order.
- choose the action, talk, or feeling that would make a good ending.
- chooses the words that helps readers picture the story and characters

Information/Expository

Students will:

- write informational pieces that introduce a topic.
- write a beginning that introduces the subject or information.
- include facts and definitions to develop points.
- use linking words (e.g., because, and, also) to connect information.
- choose words that show expertise on the subject.
- provide a concluding statement or section.

Opinion

Students will:

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Writing

- write opinion piece that introduces a topic or book.
- state an opinion in the beginning.
- supply reasons that support opinion.
- use linking words (e.g., because, and, also) to connect opinion and reason.
- group information into organized parts.
- choose words to persuade readers.
- provide a concluding statement or section.

Language (Grammar) (L.1.A)

Students will:

- use nouns and pronouns in writing (2.L.1.A.a).
- use collective nouns (e.g., group) (2.L.1.A.b).
- use common irregular nouns (e.g., feet, children, teeth, mice, fish) (2.L.1.A.c).
- use reflexive pronouns (e.g., myself, ourselves) (2.L.1.A.d).
- use regular verbs (2.L.1.A.e)
- produce simple declarative, imperative, exclamatory, and interrogative sentences (2.L.1.A.f)
- use adjectives and adverbs in sentences (2.L.1.A.g)
- use helping verbs with regular verbs (2.L.1.A.h)

Language (Punctuation, Capitalization, Spelling) (L.1.B)

Student will:

- write legibly (print, cursive) (2.L.1.B.a).
- use dialogue that contains quotation marks (2.L.1.B.b).
- use an apostrophe to form contractions (2.L.1.B.c).
- capitalize days of the week, months, holidays (2.L.1.B.d).
- capitalize abbreviated titles of people (2.L.1.B.e).
- spell words using irregular spelling patterns (2.L.1.B.f).
- spell and use the plural of appropriate nouns by adding *-es* to nouns ending in *-s*, *-ss*, *-sh*, *-ch*, or *-x* (2.L.1.B.g)
- use nouns that change their spelling in plural form (2.L.1.B.h)
- arrange words in alphabetical order to the second letter (2.L.1.B.i)
- consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

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Research

High Priority Standards (MLS)

- 2.W.3.A.a – Apply research process to: generate a list of open-ended questions about topics of interest.
 2.W.3.A.b – Apply research process to: create an individual question about a topic.
 2.W.3.A.c – Apply research process to: use their own questions to find information on their topic.
 2.W.3.A.d – Apply research process to: gather evidence from available sources, literary and informational.
 2.W.3.A.e – Apply research process to: record basic information from literary and informational in simple visual format.
 2.W.3.A.f – Apply research process to: present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- forming questions to answer about a topic.
- using text features to locate information in a variety of resources.
- recording and organizing information in order to communicate.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating research questions such as brainstorming, identifying key words, and group related ideas.
 - gathering and recalling some information.
- recognizing and recalling specific vocabulary, such as: forming questions, gather, information.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Target

Students will:

- participate in shared research and writing projects.
- read a variety of resources on a single topic.
- produce a report.

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Research

- record observations.
- recall information from experiences or gather information to answer a question.

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Speaking and Listening

High Priority Standards (MLS)

- 2.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- 2.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions according to classroom expectations.
- 2.SL.2.A.a - Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations.
- 2.SL.3.A.a – Speak clearly and to the point using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner, according to classroom expectations.
- 2.SL.3.A.b - Speak clearly and to the point using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.
- 2.SL.4.A.a - Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience.
- 2.SL.4.A.b - Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: recalling and telling a story with details, including a beginning, middle, and end.
- 2.SL.4.A.c - Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: using academic language and conventions.
- 2.R.1.B.h - Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- expressing a complete thought with grade level-appropriate language and vocabulary for different occasions.
 - asking clarifying questions to gain or enrich understanding.
 - interpreting information presented and seeking clarification when needed.
 - creating simple multimedia or visuals when appropriate to clarify meaning.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - expressing a complete thought with some details.
 - demonstrating understanding of information presented and seeking clarification when needed.

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Speaking and Listening

- | | |
|--|--|
| | <ul style="list-style-type: none">● forming questions to gain understanding.● recognizing and recalling specific vocabulary, such as: recount, facts, descriptive details, audio. <p>Beginning: Student demonstrates limited understanding or skill with the learning goal.</p> |
|--|--|

Learning Targets

Students will:

- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by linking their comments to the remarks of others.
- ask questions to clarify understanding.
- answer questions to demonstrate understanding.
- speak audibly.
- speak in complete sentences.
- stay on topic when speaking.
- listen to comprehend in a variety of situations, such as read alouds, media, and class discussions.
- participate in a variety of speaking and listening activities such as read alouds, media, and class discussions.
- include relevant, descriptive details.
- provide accurate descriptions of people, places, things, and events.
- add illustrations to clarify presented ideas.
- create audio recordings of stories or poems.

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3rd Grade
Reading

High Priority Standards (MLS)

- 3.R.1.A.b - Develop and demonstrate reading skills in response to text by: draw conclusions and support with textual evidence.
- 3.R.1.A.c - Develop and demonstrate reading skills in response to text by: summarizing a story's beginning, middle, and end, determining their central message, lesson or moral.
- 3.R.1.A.d - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making connections and adjustments when understanding breaks down.
- 3.R.1.B.a – Develop an understanding of vocabulary by: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words.
- 3.1.B.b. - Develop an understanding of vocabulary by: using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.
- 3.R.1.B.c - Develop an understanding of vocabulary by: using homographs and homophones.
- 3.R.1.B.d - Develop an understanding of vocabulary by: distinguishing the literal and non-literal meanings of words and phrases in context.
- 3.R.1.B.e - Develop an understanding of vocabulary by: determine the meaning of the new word formed when a known affix is added to a known base word.
- 3.R.1.B.f - Develop an understanding of vocabulary by: using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words.
- 3.R.1.B.g - Develop an understanding of vocabulary by: discussing analogies.
- 3.R.1.B.h - Develop an understanding of vocabulary by: determining the meaning of the author's use of similes and metaphors to produce imagery.
- 3.R.1.B.i - Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
- 3.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 3.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 3.R.2.A.a – Read, infer, analyze, and draw conclusions to: summarize and sequence the events/plot and explain past events impact future events.
- 3.R.2.A.b - Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from the thoughts, words, and actions.
- 3.R.2.A.c - Read, infer, analyze, and draw conclusions to: describe the interaction of characters including relationships and how they change.
- 3.R.2.A.d - Read, infer, analyze, and draw conclusions to: paraphrase the big idea/themes and supporting details of texts.
- 3.R.2.A.f - Read, infer, analyze, and draw conclusions to: explain cause and effect relationships.
- 3.R.2.B.a - Read, infer and draw conclusions to: use examples of alliteration.
- 3.R.3.A.b - Read, infer and draw conclusions to: explain using details or facts that support the main idea.
- 3.R.3.A.d - Read, infer and draw conclusions to: follow and explain a set of written multi-step directions.
- 3.R.3.C.c - Read, infer and draw conclusions to: use information gained from illustrations and words to demonstrate understanding of the text.
- 3.RF.3.A.a-f - Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.RF.4.A.a -Read with sufficient accuracy and fluency to support comprehension.

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3rd Grade
Reading

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to read with understanding.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">● demonstrating knowledge of grade appropriate ways to solve words.● determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on grade three reading and content, choosing flexibly from a range of strategies.● determining the theme or main idea and explaining how it is conveyed through key details in text.● using information learned from illustrations and the words in a text to demonstrate understanding of a text.● describing the relationship between a series of events, ideas or concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. <p>Approaching: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● performing basic processes such as:● demonstrating knowledge of ways to solve words (noticing word parts, noticing endings and prefixes).● asking and answering questions to demonstrate understanding of a text, using textual evidence to support analysis and interpretation.● describing how characters in a story respond to major events and challenges.● recounting stories and determining the central message, lesson, or moral.● identifying the main topic of a text and explain how the key details support the main topic.● recognizing and recalling specific vocabulary, such as: expression, rate, accuracy, phrasing, contractions, roots, homographs, homophones, plurals, compound words, plot, synthesis, theme, define, root word, affix, glossary, digital, literal and nonliteral meanings, illustrations, character traits. <p>Beginning: Student demonstrates limited understanding or skill with the learning goal.</p>

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3rd Grade
Reading

Learning Targets

Phonics and Word Analysis

Students will:

- demonstrate appropriate stress on words.
- quickly and automatically solve most words in the text in a way that supports fluency.
- demonstrate knowledge of flexible ways to solve and make words (noticing word parts, noticing prefixes and suffixes).
- read words using letter-sound analysis from left to right (g-ar-d-en).
- take apart and make words with a variety of prefixes (un-true, re-play).
- take apart and make words with a variety of suffixes (-ing, -es, -ed, -er; puzzle, puzzling, puzzled, puzzler).
- remove letters or letter clusters from the beginning and ending of a word to recognize a base word (un-friend-ly).

- take apart multi-syllable words to quickly decode manageable units (sand-wich-es, hap-pi-ly). Use what is known about words to read new words (mean, clean; van, vanish; reason, unreasonable; part, partner, partnership).
- take apart and read the full range of contractions (I'm, that's, he'll, won't, they're, you've).
- take apart and make a full range of plurals by adding –s and –es (pens, fairies, mixes), and irregular plurals (child, children) and irregular plurals that require spelling changes (foot/feet, shelf/shelves).
- work flexibly with base words taking apart and making new words by changing letters (grin/groan) and adding prefixes (do/undo) and suffixes (write/writing/rewrite, grew/grow/growing).
- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- read words that are hyphenated across lines and across pages.
- recognize words that have multiple meanings (spell, spell), homographs (look the same, sound different: present, present), and homophones (sound the same, look different: ate, eight).
- take apart and make compound words and discuss how the parts are related to meaning (bath-tub).
- recognize and pronounce vowel sounds in open (CV: mo-tel) and closed (CVC: rel-ish) syllables.
- take apart and make words using more complex phonograms and long vowel patterns including those with r: VVCe (peace), VVCC (east), VVCe (raise), VCCe (large, waste), VCCC (lunch, night), VVCCC (health, straight).

Fluency

Students will:

- demonstrate phrased, fluent oral reading at an appropriate rate.
- demonstrate different ways of reading fiction and nonfiction texts.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, full range of punctuation and size of font, bold, and italics.

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- adjust reading to process text with difficult and complex layout or when searching for information.
- quickly and automatically solve most words in the text in a way that supports fluency.

Vocabulary

Students will:

- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- use fix-up strategies for unknown words such as: rereading, using context clues, using illustrations, and cross-checking (visual - meaning)
- take apart and make compound words and discuss how the parts are related to meaning (bath-tub).
- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use sentence-level context as a clue to the meaning of a word or phrase.
 - determine 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.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- distinguish the literal and nonliteral meaning of words and phrases in context (e.g., give me a hand, take steps)
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
- apply vocabulary from science and social studies when reading new texts.

Comprehension

Students will:

- read fiction, informational text, poetry, dramas, fable, folktales, and myths from diverse cultures.
- identify the central message, lesson, theme(s), or main idea of the text, using key details to support thinking.
- make a meaningful connection about the theme to their life, what can you learn and draw out to apply to your own life.
- use and apply reading strategies to self-monitor reading – questioning, predicting, inferring, making meaningful connections, and synthesize
- retell stories in their own words (using sequential order and pulling out important details from the text).
- utilize graphic organizers to support beginning-middle-end, cause-effect, problem-solution, and note taking.
- use text to support their thinking.
- use fix-up strategies for unknown words such as: rereading, using context clues, using illustrations, and cross-checking (visual - meaning)
- use illustrations and/or text features (e.g., diagrams, maps, photographs) to help them find additional information, define unknown words and identify

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character traits or mood.

- analyze the author's word choice and notice how it enhances the story (names of characters related to their personality, setting – how does it help to set the mood).
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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Text Elements and Structure

High Priority Standards (MLS)

- 3.R.1.A.a – Develop and demonstrate reading skills in response to text by: explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- 3.R.1.C.a – Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction works, compare and contrast).
- 3.R.1.C.b - Explain relevant connections between: text to world (text ideas to experiences in the world).
- 3.R.2.A.e - Read, infer, analyze, and draw conclusions to: compare and contrast the fey elements in various types of fiction.
- 3.R.2.A.g - Read, infer, analyze, and draw conclusions to: distinguish their own point of view from that of the narrator or those of the characters.
- 3.R.2.B.b - Read, infer and draw conclusions to: identify basic forms of poetry.
- 3.R.2.C.a - Read, infer and draw conclusions to: explain the elements of plot, setting and character as presented through dialogue in scripts that are read or viewed.
- 3.R.2.C.b - Read, infer and draw conclusions to: identify and describe language that creates a graphic visual experience and appeals to the senses.
- 3.R.3.A.a - Read, infer and draw conclusions to: explain the author’s purpose.
- 3.R.3.A.c - Read, infer and draw conclusions to: use text features to locate information and to make and verify predictions.
- 3.R.3.A.e - Read, infer and draw conclusions to: describe relationship between events, ideas, concepts or steps.
- 3.R.3.B.a - Read, infer and draw conclusions to: distinguish between biography and autobiography.
- 3.R.3.B.b - Read, infer and draw conclusions to: distinguish fact from opinion.
- 3.R.3.B.c - Read, infer and draw conclusions to: distinguish point of view to what the author is trying to persuade the reader to think or do.
- 3.R.3.B.d - Read, infer and draw conclusions to: explain examples of sound devices, literal and nonliteral meanings, and figurative language.
- 3.R.3.C.a - Read, infer and draw conclusions to: describe relationships among events, ideas, concepts, and cause and effect in texts.
- 3.R.3.C.b - Read, infer and draw conclusions to: describe and explain the relationship between problems and solutions.
- 3.R.3.C.d - Read, infer and draw conclusions to: explain author’s purpose.
- 3.R.3.C.e - Read, infer and draw conclusions to: compare and contrast the most important points and key details presented in texts on the same topic.
- 3.R.4.A.a – Read to develop an understanding of media and its components by: understanding how communication changes when moving from one genre of media to another.
- 3.R.4.A.b - Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message.
- 3.R.4.A.c - Read to develop an understanding of media and its components by: comparing various written conventions used for digital media.
- 3.R.4.A.d - Read to develop an understanding of media and its components by: identifying text structures and graphic features of a web page.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- distinguishing different point of view (narrator, characters, author, and his/her own).
 - comparing and contrasting the literary elements, content, structure and/or organization of texts.
 - describing text structure and identifying organizational structure (e.g., description, compare/contrast,

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Text Elements and Structure

cause and effect, sequence) of texts to improve comprehension.

- using a full range of text features and search tools to locate information.
- explaining how authors and illustrators use text and art to express their ideas.
- relating stories and their characters, settings, and plots to events and people.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying characteristics of literary genres (e.g., realistic fiction, historical fiction, narrative, biography, plays, etc.).
 - identifying author's point of view.
 - using various text features to gather information.
- recognizing and recalling specific vocabulary, such as: myth, sequence of events, persuade, sequential words, comparison, cause/effect, chapter, scene, stanza, text features, sidebars, hyperlinks, theme, series, structure.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- read dramas, informational text, poetry, fable, folktales, and myths from diverse cultures.
- utilize graphic organizers (beginning, middle, end or problem solution) and note taking.
- retell stories in their own words (using sequential order and pulling out important details from the text).
- use reading strategies – questioning, predicting, inferring, making meaningful connections.
- use text to support their thinking.
- read a piece and determine the author's and/or narrator point of view.
- read a piece and determine the characters' and/or narrator point of view.
- create their own thinking around a story (what is your opinion on the piece, what is your point of view).
- comparing your point of view with the author, character, or narrator.
- analyze characters actions and how that reflects their point of view.
- see that characters change throughout the piece (shown through their thoughts, feelings, actions).
- narrator influences the reader (is it told through the good guy or bad guys) how does that effect your point of view.

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Text Elements and Structure

- discuss why the author wrote a piece (entertain, inform, persuade).
- analyze the words in the text with the pictures to create the mood and emphasize aspects of a character and setting.
- understand how stories build on each other (the beginning sets up the story, middle _____, end is the conclusion).
- refer back to the text using key word such as chapter, stanza, scene to refer to the parts of a story.
- analyze cause and effect relationships.
- use a graphic organizer to sort cause/effect and to sequence events.
- locate and explain the use of text features (e.g., Where is the table of contents? What is it used for?).
- use reliable online resources to locate information.
- use search tools (e.g., key words, sidebars, hyperlinks).
- determine theme or central message in a story.
- identify setting (time and place).
- identify the main characters and supporting characters.
- analyze and list traits of the main character.
- determining similarities and difference between two texts or characters.
- determine the plot.
- read books in a series or by the same author.
- annotate (“mark-up the text”) while reading.
- read non-fiction books on the same topic.
- find key details and important points in a text.

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Writing

High Priority Standards (MLS)

- 3.W.1.A.a – Follow a writing process to plan a first draft by: using a simple pre-writing strategy when given the purpose and the intended audience.
- 3.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory.
- 3.W.1.B.b - Appropriate to genre type, develop a draft from prewriting by: supporting the topic sentences within each paragraph with facts and details (from sources when appropriate).
- 3.W.1.B.c - Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end.
- 3.W.1.B.d - Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience.
- 3.W.1.C.a – Reread, revise and edit draft with assistance from adults/peers, to: develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience/purpose, voice.
- 3.W.2.A.a-g – Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.2.B.a-f - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.2.C.a-e - Write fiction or non-fiction narratives and poems that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.3.A.d - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.L.1.A.a-g - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3.L.1.B.a-l - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.2.A.c - Use specific words and accurate words that are related to the topic, audience, and purpose.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- identifying which style of writing to use for a specific purpose and organizing a composition accordingly.
 - creating interest by adding supporting details, adding dialogue, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
 - using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - recognizing or recalling formats and the appropriate audience.

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Writing

- demonstrating focus and organization in written compositions.
- using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: point of view, dialogue, nouns, verbs, precise, complex sentence, paragraphs, quotation marks, regular verb, irregular verb, verb tense, adjective, adverb, possessives.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults.
- write an introduction, middle, and conclusion.
- write in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another.
- use linking words and transitional phrases (e.g., because, therefore, since, for example, also, another, and, more, but, a little later, after that).
- organize an event using temporal words and phrases (first, next, later, then, etc.).
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) to improve narrative writing.
- choose words and phrases for effects.
- produce simple, compound, and complex sentences.
- use paragraphing, sections, or parts in order to separate their piece.
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others with guidance and support from adults.

Narrative

Students will:

- produce narratives with guidance and support from adults.
- tell the story in small moments (bit by bit)
- write a beginning in which helped readers know who the characters were and what the setting was in his story.
- provide a sense of closure using action, talk, or feelings that would make a good ending.
- write in a way that got readers to picture what was happening and that brought their story to life.
- use dialogue and descriptions of actions, thoughts, and feelings to develop the characters.
- use commas and quotation marks in dialogue.

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Writing

Informational/Expository

Students will:

- develop and produce informational/explanatory pieces with guidance and support from adults.
- develop the topic with facts, definitions, details, quotes, numbers, names, examples, and/or directions.
- write an introduction statement or section that introduces the topic and hooks the reader by explaining why the subject mattered, telling a surprising fact, asking a question, or giving a big picture.
- organize and group related information together.
- provide a concluding statement or section that reminds readers of her subject, suggested a follow up action, or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.
- includes illustrations, diagrams, and/or captions when useful to aid comprehension.

Opinion

Students will:

- tell his opinion and ideas on a text or a topic and support his opinion with reasons with guidance and support from adults.
- write an introduction in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.
- provide a concluding statement or section that related to her opinion.
- provide and organize several effective reasons that support the opinion and write several sentences about each reason.
- write in a way that not only told readers to believe him, but also in ways that got them thinking or feeling in certain ways.

Grammar (L.1.A)

Students will:

- use regular and irregular verb and simple verb tenses (3.L.1.A.a).
- use helping verbs with irregular verbs (3.L.1.A.b).
- use complete subject and complete predicate in a sentence (3.L.1.A.c).
- use comparative, demonstrative and superlative adjectives and adverbs (3.L.1.A.d).
- use subject/verb agreement in sentences (3.L.1.A.e).
- produce simple and compound imperative, exclamatory, declarative, interrogative sentences (3.L.1.A.f).
- use 1st, 2nd, and 3rd person pronouns and their antecedents (3.L.1.A.g).

Punctuation, Capitalization, Spelling (L.1.B)

Students will:

- write legibly (print and cursive) (3.L.1.B.a).
- use an apostrophe to form possessives (3.L.1.B.b).
- demonstrate and use commas and quotation marks in dialogue (3.L.1.B.c).

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Writing

- capitalize dialogue correctly (3.L.1.B.d).
- use commas for greeting and closing of a friendly letter (3.L.1.B.e).
- capitalize names of places (3.L.1.B.f).
- capitalize titles of books, stories, and songs (3.L.1.B.g).
- use spelling patterns and generalizations to spell compound words (3.L.1.B.h).
- spell words that double the consonant (3.L.1.B.i).
- spell plural words that change the 'y' to 'ies' (3.L.1.B.j).
- consult reference materials to check and correct spellings (3.L.1.B.k).
- arrange words in alphabetical order, to the third letter (3.L.1.B.l).

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Research

High Priority Standards (MLS)

- 3.W.3.A.a – Apply research process to: generate a list of subject appropriate topics.
- 3.W.3.A.b – Apply research process to: create an individual question about a topic.
- 3.W.3.A.c – Apply research process to: decide what sources of information might be relevant to answer these questions.
- 3.W.3.A.d – Apply research process to: locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts.
- 3.W.3.A.e – Apply research process to: determine the accuracy and relevance of the information related to a selected question.
- 3.W.3.A.f – Apply research process to: take simple notes in own words and sort evidence into provided categories or organizer.
- 3.W.3.A.g – Apply research process to: use quotation marks to denote direct quotations when recording specific words and sentences from a source.
- 3.W.3.A.h – Apply research process to: create a resource page from notes.
- 3.W.3.A.i – Apply research process to: present and evaluate the information in a report or annotated display, using previously established teacher/student criteria.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to acquire, assess and communicate information.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● forming research questions to inquire about a topic. ● gathering information about a topic from print and digital sources. ● taking notes or making sketches to help recall information. ● using search tools to locate information. <p>Approaching: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ● performing basic processes such as: <ul style="list-style-type: none"> • identifying questions and gathering information. • recalling information. • using text features to locate information. ● recognizing and recalling specific vocabulary, such as: search tools, locating, organizing, digital, researchable. <p>Beginning: Student demonstrates limited understanding or skill with the learning goal.</p>

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Research

Learning Targets

Students will:

- gather information.
- take brief notes on sources.
- identify important information.
- sort evidence into provided categories.
- identify questions.

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Speaking and Listening

High Priority Standards (MLS)

- 3.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- 3.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others.
- 3.SL.1A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions, according to classroom expectations.
- 3.SL.2.A.a - Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations.
- 3.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: responding appropriately to discussion in a variety of settings, according to classroom expectations.
- 3.SL.3.A.c - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinion of read-alouds and independent reading topics.
- 3.SL.4.A.a – Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: using presentation skills and/or appropriate technology.
- 3.SL.4.A.b - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: presenting information with clear ideas and details speaking clearly at an understandable pace.
- 3.SL.4.A.c - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: giving an informal presentation, using a variety of media.
- 3.SL.4.A.d - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: choosing words and phrases for effect (adjectives, action verbs, figurative language).

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● demonstrating understanding of material presented orally by determining the main ideas and supporting details. ● expressing a complete thought with grade level-appropriate language and vocabulary to the situation, message, and audience. ● creating multimedia project when appropriate to enhance meaning.

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Speaking and Listening

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - speaking in complete sentences.
 - asking and answering questions to improve understanding.
 - reporting on a topic or text, telling a story, or recounting an experience with facts and relevant, descriptive details.
- recognizing and recalling specific vocabulary, such as: speaker, complete sentence, prepared, main idea, supporting details, elaborate, relevant facts, pace, enhance, audio recording, clarifications.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- have discussions in one-on-one, in groups, and teacher-led settings.
- participate in conversations by listening and building on others ideas.
- prepare information to share with the group.
- use prior knowledge to enhance their conversations.
- gain the floor in respectful ways.
- listen to others with care.
- speaking one at a time about the topics and text under discussion.
- self-monitor their understanding (asking questions for clarification when needed).
- share their point of view or details to the discussion.
- determine main idea and supporting details of a text read aloud or other media format (video, power point, presentation).
- ask and answer questions about the text read aloud or other media format for clarification.
- acquire new words and using them in conversation about the read aloud or other media format.
- actively listen and actively engage (being an audience).
- share ideas using a clear voice at an understandable pace.
- record themselves reading a story or poem showing good fluency.
- add visual displays in their presentations (when appropriate).
- defend their piece when asked clarifying questions.

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Speaking and Listening

- be aware of audience (where to stand, how to hold visuals, eye-contact, posture, confidence).

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4th Grade

Reading

High Priority Standards (MLS)

- 4.R.1.A.a – Develop and demonstrate reading skills in response to text by: drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- 4.R.1.A.b - Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly.
- 4.R.1.A.c - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 4.R.1.B.a – Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes.
- 4.R.1.B.b - Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words.
- 4.R.1.B.c - Develop an understanding of vocabulary by: completing analogies.
- 4.R.1.B.e - Develop an understanding of vocabulary by: using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words.
- 4.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 4.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 4.R.2.A.a – Read, infer, analyze, and draw conclusions to: summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.
- 4.R.2.A.b - Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from the thoughts, words, and actions.
- 4.R.2.A.c - Read, infer, analyze, and draw conclusions to: describe the interaction of characters including their relationships and how they change.
- 4.R.2.C.a - Read, infer and draw conclusions to: analyze how characters change from the beginning to the end of a play or film.
- 4.R.3.A.b - Read, infer and draw conclusions to: describe the sequence of events, ideas, concepts or steps needed to carry out a procedure.
- 4.R.3.C.b - Read, infer and draw conclusions to: explain explicit and implicit relationships among ideas in texts.
- 4.RF.3.A.a-b - Know and apply grade-level phonics and word analysis skills in decoding words.
- 4.RF.4.A.a - Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
- determining the theme or main idea of a text and explaining how it is conveyed through key details.
- describing in depth a character, setting, or event in a story or drama, drawing on specific details in

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Reading

the text (e.g., a character’s thoughts, words, or actions).

- summarizing content of reading material explaining events, procedures, ideas or concepts.
- using textual evidence to support analysis and interpretation.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - applying ways to solve words (using vowel patterns, phonogram patterns, affixes, and other word parts) and understanding their meanings.
 - asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
 - determining the central message, lesson, or moral and explaining how it is conveyed through key details in text.
 - determining the main idea of a text and how the key details support the main idea.
- recognizing and recalling specific vocabulary, such as: predicting, inferring, visualizing, connecting, monitoring comprehension, cause and effect, sequencing, supporting details, evidence, summarize, similes, metaphors, idioms, adages, proverbs, antonyms, and synonyms.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Phonics/Word Analysis

Students will:

- take apart and recognize multi-syllable words to decode .
- understand words with several syllables (mis-rep-re-sen-ta-tion).
- change words to make a full range of plurals, including plurals that require spelling changes (city, cities), irregular plurals (child, children) and irregular plurals that require spelling changes (foot/feet, shelf/shelves, quiz/quizzes, octopus/octopi).
- work flexibly with base words taking apart and making new words by changing letters (found/sound) and adding and removing prefixes and suffixes (merry/marry/marrying/remarry).
- add, delete, change letter clusters to make or take apart words (appear, disappear, disappearance, appearance).
- take apart and read words with a vowel an *r* (hairy, poor, dare).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- recognize words in which several different letters or clusters represent a single sound (/f/ = gh in rough, ff in fluff, f in finish).
- use known words and word parts to take apart new words (triangular/tri-angle).

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Reading

- use what is known about words to read new words (part, partner, partnership).
- recognize and understand words that have multiple meanings (bank, bank), homographs (look the same, sound different: excuse, excuse), and homophones (sound the same, look different: presence, presents).
- take apart and read words using open (ending in a vowel: cli-mate) and closed (ending in a consonant: lev-el) syllables.
- take apart and read words with complex phonograms and long vowel patterns including those with *r*: VVCe (release), VVCC (faith), VCCe (barge), VCCC (crunch), VVCCC (health).
- take apart more complex compound words and discuss how the parts are related to meaning (out-line, tail-gate).
- take apart words with frequently appearing syllable patterns in multi-syllable words (-en in enter, adventure; -o- in ago, omen).

Fluency

Students will:

- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- slow down to search for information and resume normal pace of reading again.
- demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing prefixes and suffixes).
- solve words with three or more syllables, many words with inflectional endings and complex letter-sound relationships.
- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- solve some undefined words using background knowledge.
- read words that are hyphenated across lines and across pages.
- apply problem-solving strategies to technical words or proper nouns that are challenging.
- continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- demonstrate different ways of reading fiction and nonfiction texts.
- demonstrate different way of reading related to genre, including simple biographies, fantasy, and historical fiction.
- sometimes adjust reading within texts to accommodate hybrid texts that combine genres.
- adjust reading to process texts with difficult and complex layout.
- slow down or reread to solve words, search for information, or think about meaning and resume good rate of reading.

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Reading

Vocabulary

Students will:

- determine the meaning of domain-specific words and phrases.
- identify why author’s chose precise words and phrases to convey ideas.
- use common, grade-appropriate Greek and Latin affixes to determine meanings of words.
- use context as a clue to the meaning of words or phrases.
- use common grade-level appropriate affixes and roots as clues to the meaning of the word.
- explain the meaning of simple similes and metaphors.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate an understanding of words by relating them to their antonyms and synonyms.
- use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar words.

Comprehension

Students will:

- read a variety of genres.
- self-monitor to recognize when meaning breaks down, and use comprehension strategies to build understanding. (reworded for clarification)
- utilize and integrate a variety of comprehension strategies (predicting, making connections, questioning, synthesizing, summarizing, inferring) to make meaning of the text.
- refer to details and examples in the text (textual evidence) to support inferences, theme and main idea (reworded – was stated as “explain explicit details and inferences based on details in the text.”)
- determine theme(s) in literary, drama, and poetry text(s).
- determine main idea(s) and explain how it is supported by details in the text.
- interpret and explain information presented in informational text.
- explain events, procedure, ideas or concepts based on specific information in text (historical, scientific, and technical texts).
- summarize text using important events or ideas (beginning, middle, end in literature and main ideas with supporting details in informational text).
- integrate information from two texts on the same topic in order to write or speak about the subject.
- compare information texts on the same topic to determine common main idea(s).
- compare literature texts on the same topic determine common theme(s).
- compare and contrast theme(s) and topics in stories, myths, and traditional literature from different cultures.

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4th Grade
Reading

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4th Grade
Text Elements and Structure

High Priority Standards (MLS)

- 4.R.1.B.d - Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language.
- 4.R.1.C.a – Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction words, compare and contrast).
- 4.R.1.C.b - Explain relevant connections between: text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame).
- 4.R.2.A.d - Read, infer, analyze, and draw conclusions to: compare and contrast the adventures or exploits of characters and their roles.
- 4.R.2.A.e - Read, infer, analyze, and draw conclusions to: compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person.
- 4.R.2.B.a - Read, infer and draw conclusions to: explain structural elements of poetry.
- 4.R.2.C.b - Read, infer and draw conclusions to: explain structural elements of dramatic literature.
- 4.R.3.A.a - Read, infer and draw conclusions to: use multiple text features to locate information and gain an overview of the contents of text.
- 4.R.3.A.c - Read, infer and draw conclusions to: interpret and explain factual information presented graphically.
- 4.R.3.B.a - Read, infer and draw conclusions to: explain similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography.
- 4.R.3.B.b - Read, infer and draw conclusions to: analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author’s purpose and support the analysis.
- 4.R.3.B.c - Read, infer and draw conclusions to: explain how an author uses language to present information to influence what the reader thinks or does.
- 4.R.3.C.a - Read, infer and draw conclusions to: distinguish fact from opinion in a text and explain how to verify what is a fact.
- 4.R.3.C.c - Read, infer and draw conclusions to: explain author’s purpose.
- 4.R.3.C.d - Read, infer and draw conclusions to: compare and contrast a firsthand and secondhand account of the same event or topic.
- 4.R.4.A.a – Read to develop an understanding of media and its components by: explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
- 4.R.4.A.b - Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message.
- 4.R.4.A.c - Read to develop an understanding of media and its components by: comparing various written conventions used for digital media.
- 4.R.4.A.d - Read to develop an understanding of media and its components by: explaining text structures and graphic features of a web page and how they help readers to comprehend text.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- explaining the overall structure and primary organizational structures of a text (description, comparison, sequence, problem/solution, cause/effect).
 - recognizing and explaining an author’s use of figurative or descriptive language and explaining how it

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Text Elements and Structure

adds to the quality (enjoyment and understanding) of a text.

- comparing and contrasting the content, point of view, and organization of selections.
- interpreting how illustrations, text features, and text work together to contribute to understanding.
- relating stories and their characters, settings, and plots to current and historical events and people.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - distinguishing different point of view (narrator, characters, author, and his/her own).
 - describing major differences between poems, drama, and prose relating character, setting and plot to real-life situations.
 - explaining how authors and illustrators use text and art to express their ideas.
- recognizing and recalling specific vocabulary, such as: evidence, summarize, first person, third person, verse, rhythm, meter, stage directions, time lines, animations, interactive elements, prose.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- explain explicit details and inferences based on details in the text.
- determine theme(s) in literary, drama, and poetry text(s).
- determine main idea(s) and explain how it is supported in the text.
- integrate information from two texts on the same topic in order to write or speak about the subject.
- interpret and explain information presented in informational text.
- explain events, procedure, ideas or concepts based on specific information in text (historical, scientific, and technical texts).
- summarize determining the important ideas in text (beginning, middle, end in literature and main ideas with supporting details in informational text).
- describe the differences and information provided by comparing and contrasting a firsthand and secondhand account of the same event or topic.
- make connections between the text of a story or drama and a visual or oral presentation of the text.
- recognize similarities and differences in the patterns of events in stories, myths, and traditional literature from different cultures.
- recognize similarities and differences in similar theme(s) and topics.
- recognize similarities and differences between poems, drama, and literature.
- provide evidence from the text to support theme.

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Text Elements and Structure

- provide evidence from the text to support main idea(s).
- decide which of the “big ideas” would be most suitable fit to a text.
- compare information texts on the same topic to determine common theme(s)/main idea(s).
- compare literature texts on the same topic determine common theme(s)/main idea(s).
- compare and contrast theme(s) and topics in stories, myths, and traditional literature from different cultures.
- use illustrations and details in the story to identify and explain main ideas and supporting details.
- draw inferences citing text evidence to support thinking.
- analyze author’s craft; why authors’ make certain decisions.
- use illustrations and text-based details to infer the author’s purpose.
- refer to elements of poems (e.g., verse, rhythm, meter).
- refer to elements of drama (e.g., casts of characters, setting, descriptions, dialogue, stage directions).
- identify and describe overall structure (e.g., chronology, comparison, cause/effect, problem/solution).
- identify why author’s chose precise words and phrases to convey ideas.
- explain how an author uses reasons and evidence at specific points in the text .
- notice most of the characters and their different perspectives are shown by what they say, think, and do and what others say about them.
- recognize characters change throughout the text (e.g. a character’s thoughts, words, or actions).
- interpret charts, graphs, time lines, animations, etc. and explain how they contribute to understanding of text.

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4th Grade
Writing

High Priority Standards (MLS)

- 4.W.2.A.a-g - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.W.2.B.a-c, e-g - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4.W.2.B.d – Write informative/explanatory texts that contain information using student’s original language, except when using direct quotations from a source.
- 4.W.2.C.a-d - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4.W.1.A. a-d & 4.W.1.B.a-d - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.W.1.A.d & 4.W.1.C.a- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards.)
- 4.W.2.A.e - 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.
- 4.W.1.C.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.W.1.D.a – With assistance from adults/peers use technology, including the Internet, to produce and publish writing.
- 4.W.1.D.b – With assistance from adults/peers demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting
- 4.L.1.A.a-i – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.L.1.B.a-h – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.W.2.C.e - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- composing and organizing writing for specific purposes and audiences.
 - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language).
 - modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
 - using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - recognizing or recalling formats and the appropriate audience.
 - demonstrating focus and organization in written compositions.
 - using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.

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4th Grade
Writing

- recognizing and recalling specific vocabulary, such as: audience, purpose, reasons, evidence, author’s purpose, source, subject, coordinating conjunction, pronoun, prepositional phrases.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two).
- write a lead that engages audience.
- write paragraphs with a topic sentence and supporting details.
- use concrete words and phrases and sensory details to convey experiences and events.
- develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- understand author’s purpose (PIE—persuade, inform, entertain).

Narrative

Students will:

- produce a narrative in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about the setting.
- use dialogue and description to develop experiences or show the responses of characters to situations.
- organize an event sequence that unfolds naturally using a variety of transitional (for instance, in order, in addition to) words and phrases.
- provide a satisfying conclusion.

Informational/Expository

Students will:

- distinguish between fact and opinion.
- evaluate various resources for evidence and facts.
- produce an informative/explanatory piece in which the development and organization are appropriate to purpose and audience.
- provide an introduction that introduces the topic clearly.
- organize the content by grouping related information in paragraphs and sections.
- include nonfiction text features to supplement content.

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Writing

- use domain specific vocabulary.
- develop the topic with facts, definitions, concrete details, quotations, or other information.
- recall and paraphrase relevant information from a print or digital resource.
- provide a satisfying conclusion related to the information/explanation.
- provide a list of sources.

Opinion/Argument

Students will:

- distinguish between fact and opinion.
- evaluate various resources for evidence and facts.
- produce an opinion piece in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes an opinion/argument.
- use evidence, facts, and details to support opinion.
- develop the topic with facts, definitions, concrete details, quotations, or other information.
- recall and paraphrase relevant information from a print or digital resource.
- organize the content by grouping related information in paragraphs and sections.
- provide a satisfying conclusion related to the opinion

Grammar (L.1.A)

Students will:

- use the “be” helping verbs with “ing” verbs
- use and order adjectives within sentences to conventional patterns
- use progressive verbs to show past, present, and future
- use adverbs in writing
- use subject/verb agreement with 1st, 2nd, and 3rd person pronouns
- use prepositions
- recognize the difference between and use coordinating conjunctions and subordinating conjunctions
- produce and expand the complete, simple and compound four types of sentences
- correct sentence fragments and run-on sentences in writing

Punctuation, Capitalization, Spelling (L.1.B)

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Writing

Students will:

- write legibly
- punctuate a dialogue between two or more characters
- insert a comma before a coordinating conjunction in a compound sentence
- capitalize proper adjectives
- use correct capitalization
- spell words with suffixes by dropping or leaving the final 'e'
- spell words ending in the long 'e' sound
- alphabetize reference sources

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Research

High Priority Standards (MLS)

- 4.W.3.A.a – Apply research process to: generate a list of subject appropriate topics.
- 4.W.3.A.b – Apply research process to: create a research question to address relevant to a chosen topic.
- 4.W.3.A.c – Apply research process to: identify a variety of relevant sources, literary and informational.
- 4.W.3.A.d – Apply research process to: use organizational features of print and digital sources efficiently to locate information.
- 4.W.3.A.e – Apply research process to: convert graphic/visual data into written notes.
- 4.W.3.A.f – Apply research process to: determine the accuracy of the information gathered.
- 4.W.3.A.g – Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others.
- 4.W.3.A.h – Apply research process to: record bibliographic information from sources according to a standard format.
- 4.W.3.A.i – Apply research process to: present and evaluate how completely, accurately, and efficiently the research questions was explored or answered using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- forming questions to explore and locating sources for information about a topic.
- using notes to record and categorize information.
- identifying and selecting only the information that is appropriate to the topic, noting the difference between opinions and facts.
- listing sources of information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying questions and gathering information.
 - taking notes or making sketches to help recall information.
 - using text features to locate information.
- recognizing and recalling specific vocabulary, such as: database, summarize, paraphrase, evidence, analysis, reflection.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

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Research

Students will:

- generate a research question.
- use search terms in a database.
- conduct short research projects to build knowledge of a topic.
- take notes and categorize information from print and digital resources.
- provide a list of sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

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4th Grade

Speaking and Listening

High Priority Standards (MLS)

- 4.R.1.B.f - Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
- 4.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following, generating, and justifying classroom listening rules.
- 4.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.
- 4.SL.2.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: generating and following active listening rules, according to classroom expectations.
- 4.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: contributing to discussion after listening to others’ ideas, according to classroom expectations.
- 4.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinions of read-alouds and independent reading and relating opinion to others.
- 4.SL.4.A.a – Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: paraphrasing portions of a read aloud or information presented in diverse media and formats.
- 4.SL.4.A.b Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: using efficient presentation skills with available resources.
- 4.SL.4.A.c - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: incorporating descriptive and sequential details in a student designed or teacher assigned topic.
- 4.SL.4.A.d - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: giving a formal presentation to classmates, using a variety of media.
- 4.SL.4.A.e - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: speaking with expression and fluency.
- 4.SL.4.A.f - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: adjusting formal/informal language according to context and topic.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● identifying and paraphrasing the reasons and evidence a speaker provides to support particular points. ● reporting on a topic or text, telling a story, or recounting an experience using appropriate facts and

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Speaking and Listening

details for the intended purpose and message in an organized manner.

- expressing a complete thought at an understandable pace with grade level-appropriate language and vocabulary to the message, situation and audience.
- using multimedia when appropriate to enhance the development of main ideas or themes.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - answering who, what, where, and when questions about key points.
 - asking questions to improve understanding.
 - describing a topic, text, experience with limited facts and relevant, descriptive details.
 - creating visuals to clarify meaning.
- recognizing and recalling specific vocabulary, such as: point of view, formal and informal English, active listening, paraphrase, evidence.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- listen to the speaker.
- prepare for discussions.
- ask and answer questions to clarify thinking and link it to the remarks of others.
- explain own ideas and understanding.
- stay on topic and link comments to the remarks of others.
- identify speaker's point of view and the reasons and evidence speaker provides to support point.
- differentiate between formal or informal English.
- comment on discussion and add new thinking to discussion.
- acquire and use grade level-appropriate general academic and domain – specific words.
- self-monitor listening comprehension.
- ask and answer questions to clarify and gather additional information.
- take notes on oral and other media formats.
- paraphrase portions of a text read aloud.

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Speaking and Listening

- paraphrase main idea(s) and supporting details presented in diverse media and formats (visually, quantitatively, orally).
- identify evidence a speaker provides to support particular points.
- identify the reasons a speaker provides particular points.
- report on a specific topic or text.
- use appropriate, descriptive, and relevant facts that supports the main idea(s) or theme(s).
- organize information into logical manner.
- speak with appropriate rate, volume, and tone.
- be aware of audience (where to stand, how to hold visuals, eye contact, posture, and confidence).
- use audio recordings and visual displays to enhance main idea(s) and theme(s).
- use formal English when appropriate to task and situation.

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5th Grade

Reading

High Priority Standards (MLS)

- 5.R.1.A.a – Develop and demonstrate reading skills in response to text by: drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 5.R.1.A.b - Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- 5.R.1.A.c - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 5.R.1.B.a – Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words, prefixes and suffixes through context.
- 5.R.1.B.b - Develop an understanding of vocabulary by: using context to determine meaning of unfamiliar or multiple meaning words.
- 5.R.1.B.c - Develop an understanding of vocabulary by: constructing analogies.
- 5.R.1.B.d - Develop an understanding of vocabulary by: explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.
- 5.R.1.B.e - Develop an understanding of vocabulary by: identifying and using words and phrases that signal contrast, addition, and other logical relationships.
- 5.R.1.B.f - Develop an understanding of vocabulary by: using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choice.
- 5.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 5.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 5.R.2.A.b - – Read, infer, analyze, and draw conclusions to: explain the theme or moral lesson, conflict and resolution in a story or novel.
- 5.R.2.C.c - Read, infer and draw conclusions to: evaluate the critical impact of sensory details, imagery, and figurative language.
- 5.R.3.C.b - Read, infer and draw conclusions to: explain the difference between a stated and implied purpose for an expository text.
- 5.R.3.C.c - Read, infer and draw conclusions to: analyze how the pattern of organization of a text influences the relationships.
- 5.RF.3.A.a-b - Know and apply grade-level phonics and word analysis skills in decoding words.
- 5.RF.4.A.a - Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
- identifying how characters in a story or drama respond to challenges

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Reading

- explaining how the key details support the main idea.
- citing from the text to explain and infer meaning.
- explaining the relationships between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - applying word analysis and vocabulary skills to solve unknown words.
 - asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
 - summarizing a text including the theme or main ideas of text using details in text.
 - determining the central message, lesson, moral, or main idea of a text.
- recognizing and recalling specific vocabulary, such as: context clues, figurative language, idiom, adage, proverb.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Word Analysis/ Vocabulary Acquisition & Use

Students will:

- quickly and automatically solve most words in the text in a way that supports fluency.
- quickly recognize, solve, and understand a large number of words, including multi-syllable words.
- take apart and read a full range of plurals, including irregular plurals (child, children) and irregular plurals that require spelling changes (volcano/volcanoes, louse/lice).
- work flexibly with base words, taking apart and making new words by changing letters (found/sound) and adding prefixes and suffixes (merry/marry/marrying/remarry).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- notice and use word roots (Greek and Latin) to take apart and understand words (aqua-: aquarium/aquatic/aqueduct, commun-: community/communicate/communism).
- read and derive/determine the meaning of words that are related to each other because they have the same base or root word (monarch, monarchs, monarchy, oligarchy, patriarch, matriarch).
- add a variety of endings to words (-able, -ible, -ent, -ant) and discuss changes in spelling and meaning.

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Reading

- notice and use frequently appearing vowel and syllable patterns in multisyllabic words (-is(s)- in whisper, missing; -un- in sunny, munch).
- solve and read words using all consonant clusters and long and short vowel patterns, including vowel patterns with r, that appear in multi-syllable words.
- use what is known about words to read new words (path, sympathy).
- recognize, read, and understand words that have multiple meanings (major, major), homographs (look the same, sound different: contest, contest), and homophones (sound the same, look different: peel, peal).
- take apart a wide range of multi-syllable words with ease (mi-cro-or-gan-ism) and use the parts to assist pronunciation and derive meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, affixes, word parts and roots.
- use reference materials, both print and digital, to help in determining the precise meaning of keywords and phrases.
- demonstrate an understanding of figurative language including; similes, metaphors, idioms, adages, and proverbs.
- use word relationships (such as synonyms, antonyms, etc.) to better understand word meanings.
- determine the meaning of words and phrases from fifth grade level texts.
- acquire and use words and phrases verbally and in writing that signal contrast, addition and other logical relationships (however, although, nevertheless, similarly, moreover, in addition, etc.).

Fluency

Students will:

- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- quickly recognize, solve, and understand a large number of words, including multi-syllable words.
- build stamina for independent reading by reading daily for extended periods of time.
- read fifth grade level texts with fluency and expression.

Comprehension

Students will:

- choose “right-fit” books.
- read a variety of fifth grade level genres (stories, poetry, dramas, informational and content-specific texts).

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Reading

- build stamina for independent reading by reading daily for extended periods of time.
- explain how main ideas are supported by details.
- self-monitor to recognize when meaning breaks down and use comprehension strategies to build understanding
- determine key details that connect to the theme or main idea.
- use text features to find information in nonfiction texts.
- provide textual evidence to support inferences (using quotations from the text).
- utilize and integrate a variety of comprehension strategies (predicting, making connections, questioning, synthesizing, summarizing, inferring) to make meaning of the text.
- identify the difference between a retelling and a summary of the text.
- explain how characters respond to challenges in a story.
- explain understanding of the text in writing.
- summarize key ideas in literary and informational texts verbally and in writing.
- demonstrate an understanding of figurative language including; similes, metaphors, idioms, adages, and proverbs.

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Text Elements and Structure

High Priority Standards (MLS)

- 5.R.1.C.a – Compare, contrast, and analyze relevant connections between: text to text (ideas and information in various fiction and nonfiction words, compare and contrast).
- 5.R.1.C.b - Compare, contrast, and analyze relevant connections between: text to world (text ideas and the world by responding to literature reflects a culture and historic time frame).
- 5.R.2.A.a – Read, infer, analyze, and draw conclusions to: compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.
- 5.R.2.A.c – Read, infer, analyze, and draw conclusions to: describe how a narrator’s or speaker’s point of view influences events.
- 5.R.2.A.d – Read, infer, analyze, and draw conclusions to: recognize foreshadowing.
- 5.R.2.A.e – Read, infer, analyze, and draw conclusions to: explain the effect of a historical event or movement in a work of literature.
- 5.R.2.A.f – Read, infer, analyze, and draw conclusions to: introduce origin myths and culturally significant characters and events in mythology.
- 5.R.2.A.g – Read, infer, analyze, and draw conclusions to: introduce forms of third-person points of view in stories.
- 5.R.2.B.a – Read, infer and draw conclusions to: explain how poets use sound and visual elements in poetry.
- 5.R.2.B.b - Read, infer and draw conclusions to: identify forms of poetry.
- 5.R.2.C.a - Read, infer and draw conclusions to: analyze the similarities between an original text and its dramatic adaptation.
- 5.R.2.C.b - Read, infer and draw conclusions to: identify structural elements of dramatic literature.
- 5.R.3.A.a - Read, infer and draw conclusions to: use multiple text features and graphics to locate information and gain an overview of the contents of text information.
- 5.R.3.A.b - Read, infer and draw conclusions to: interpret details from procedural text to complete a task, solve a problem, or perform procedures.
- 5.R.3.A.c - Read, infer and draw conclusions to: interpret factual or quantitative information.
- 5.R.3.B.a - Read, infer and draw conclusions to: evaluate how well the author’s purpose was achieved, identify reasons for the decision and provide evidence to support the claim.
- 5.R.3.B.b - Read, infer and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.R.3.B.c - Read, infer and draw conclusions to: verify facts through established methods.
- 5.R.3.B.d - Read, infer and draw conclusions to: identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.
- 5.R.3.B.e - Read, infer and draw conclusions to: recognize exaggerated, contradictory, or misleading statements.
- 5.R.3.B.f - Read, infer and draw conclusions to: explain the type of evidence used to support a claim in a persuasive text.
- 5.R.3.B.g - Read, infer and draw conclusions to: use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning.
- 5.R.3.C.a - Read, infer and draw conclusions to: identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life.
- 5.R.3.C.d - Read, infer and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.

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Text Elements and Structure

5.R.4.A.a – Read to develop an understanding of media and its components by: explaining how messages conveyed in various forms of media are presented differently.

5.R.4.A.b - Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media.

5.R.4.A.c - Read to develop an understanding of media and its components by: identifying the point of view of media presentations.

5.R.4.A.d - Read to develop an understanding of media and its components by: analyzing various digital media venues for levels of formality and informality.

5.R.4.A.e - Read to develop an understanding of media and its components by: explaining textual and graphics features of a web page and how they help readers to comprehend text.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to analyze what they read.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● explaining how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● describing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ● comparing and contrasting the literary elements, content, point of view, and organization of selections, drawing on specific details in the text. ● drawing on information from multiple print or digital sources to efficiently locate relevant and useful information. ● explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ● relating literary works and their characters, settings, and plots to current and historical events, people and viewpoints. <p>Approaching: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ● performing basic processes such as: <ul style="list-style-type: none"> ● identifying multiple points of view. ● identifying similarities and differences across texts. ● explaining the overall structure and primary organizational structures (description, comparison, sequence, problem/solution, cause/effect). ● interpreting how illustrations, text features, and text work together to contribute to

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Text Elements and Structure

understanding.

- recognizing and recalling specific vocabulary, such as: summary, integrate, relationship, interaction, analyze, literary elements, account, similarities, quoting, chronology, multimedia.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- determine key details that connect to the theme or main idea.
- explain how main ideas are supported by details.
- explain how characters respond to challenges in a story.
- summarize key ideas in literary and informational texts verbally and in writing.
- compare literary texts within the same genre.
- compare informational texts on the same topic.
- discuss key details and events to clarify how two individuals, events, ideas, or concepts are related.
- locate key details and events to clarify how individuals, events, themes, ideas, or concepts develop throughout the text.
- compare and contrast the varieties of English (dialects, registers) used in stories dramas or poems.
- organize their thinking about relationships and interactions using a graphic organizer.
- organize their thinking about what they read in writing (reading journal, graphic organizer).
- examine texts with different points of view to understand who is telling the story or giving the account.
- write about an event in order to discuss the similarities and differences that multiple accounts of the same event can have.
- discuss and write about how authors' experiences influence point of view.
- discuss and write about content-related topics in science and social studies that include differing points of view (i.e. immigration, imperialism, world wars, solar system models).
- examine resources pages in nonfiction texts to better understand how authors use multiple resources to build a point of view.
- identify cause/effect, problem/solution and chronology within multiple texts and compare the overall text structures (i.e. comparing chronology in the social studies textbook and Hana's Suitcase).
- explore how the order of details affects the overall structure of stories, dramas, and poems (i.e. if this chapter never happened how would the story be different).
- explore how graphic features impact the meaning, tone or beauty of a text (i.e. is a picture worth a thousand words, how have various cultures used artwork to tell a story, is a graphic novel better than a traditional novel for certain stories, how do the additions of music and video impact the meaning of the

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Text Elements and Structure

written word).

- use nonfiction text features to find informational efficiently (i.e. correctly using an index, glossary, timeline, etc.).
- identify why authors use precise words and phrases to convey ideas.

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Writing

High Priority Standards (MLS)

- 5.W.2.A.a-g - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.W.2.B.a-h - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5.W.2.C.a-e - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 5.W.1.A.a, 5.W.1.B.a-e - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 5.W.1.A.b – Follow a writing process to plan a first draft by formulating questions related to the topic.
- 5.W.1.A.c - Follow a writing process to plan a first draft by accessing prior knowledge or building background knowledge related to the topic.
- 5.W.1.A.d, 5.W.1.C.a - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.W.3.A.d-e & g- 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.
- 5.L.1.A.a-e - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.W.1.C.b & 5.L.1.B.a-j - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 5.W.1.D.a – With assistance from adults/peers use technology, including the Internet, to produce and publish writing.
- 5.W.1.D.b - With assistance from adults/peers demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- composing and formatting compositions for a specified audience and purpose.
- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation).
- modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
- using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying and formatting compositions for a specified audience and purpose.
 - demonstrating focus, organization, and elaboration in relation to purpose and audience.
 - using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: opinion, argument, claim, phrases, clauses,

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Writing

rewrite, transitional phrase, transitional clause, dialogue, pacing, sensory details, clauses, phrases, format, domain-specific, organize, paraphrase source, conjunctions, prepositions, interjections, perfect tense, subject-verb agreement, pronoun-antecedent agreement.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Narrative

Students will:

- produce a narrative in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about setting and problem.
- organize events using a variety of transitional words, phrases, and clauses.
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses and thinking of characters in situations.
- develop the plot of the story and clarifies what the story is truly about.
- use sensory and details and figurative language to convey experiences and events.
- provide a satisfying conclusion showing how the character changes.
- provide a clear introduction that includes a general observation or focus.
- provide text structure that includes formatting, illustrations, and multimedia.

Informational/Expository

Students will:

- create an organizational structure in which ideas are grouped to support the author's purpose.
- distinguish between fact and opinion.

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Writing

- understand author’s purpose.
- provide a clear introduction that includes a general observation or focus and previews subtopics.
- organize writing where related ideas are grouped into paragraphs.
- provide text structure that includes formatting, illustrations, and multimedia.
- include nonfiction text features to supplement content.
- develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic.
- uses a consistent, inviting, teaching tone
- link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, specifically).
- include vocabulary of experts within the writing.
- provide a concluding paragraph related to the topic restating the main points and leaving the reader with something to consider.
- recall and paraphrase relevant information from a print or digital source.
- provide a list of trusted sources.

Opinion/Argumentative

Students will:

- introduce a topic including stating the argument/claim.
- create an organizational structure in which ideas are grouped to support the author’s purpose.
- provide logically ordered reasons that are supported by facts and details.
- provide a concluding statement that relates to the claim.
- distinguish between fact and opinion.
- understand author’s purpose and what is significant about the topic
- connect opinion with argument and claim.
- use evidence, facts, and details to support claim.
- make choices about how to angle evidence to support points
- include nonfiction text features to supplement content.
- attempts to use a scholarly voice when appropriate
- develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic.
- link ideas within and across categories of information using sensory details, figurative language, phrases and clauses (e.g. in contrast, specifically).
- include vocabulary of experts within the writing.
- recall and paraphrase relevant information from a print or digital source.
- provide a list of sources.

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Writing

Grammar (L.1.A)

Students will:

- explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
- use relative pronouns and relative adverbs
- use pronouns consistently across a text
- use and correct verb tenses
- produce a variety of complex sentences in writing

Punctuation, Capitalization, Spelling (L.1.B)

Students will:

- write legibly
- use a comma before a coordinating conjunction when writing a compound sentence
- use a comma to separate an introductory clause in a complex sentence
- use a comma to set off the words *yes* and *no*
- use italics when keyboarding titles of books, magazines, and newspapers
- use underlining when writing titles of books, magazines, and newspapers
- use quotation marks when writing titles of stories, songs, poems, articles
- use apostrophes in singular nouns to show possession
- write apostrophes in regular plural nouns to show possession
- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context

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Research

High Priority Standards (MLS)

- 5.W.3.A.a – Apply research process to: generate a list of subject appropriate topics.
 5.W.3.A.b – Apply research process to: formulate and refine an open-ended researchable question.
 5.W.3.A.c – Apply research process to: follow guideline for collecting and recording information.
 5.W.3.A.d – Apply research process to: select relevant resources, literary and informational.
 5.W.3.A.e – Apply research process to: assess relevance, accuracy, and reliability of information in print and digital sources.
 5.W.3.A.f – Apply research process to: convert graphic/visual data into written notes.
 5.W.3.A.g – Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others.
 5.W.3.A.h – Apply research process to: present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.
 5.W.3.A.i – Apply research process to: record bibliographic information from sources according to a standard format.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- forming a question and constructing a basic research plan.
- summarizing and organizing information in notes.
- determining relevant information to the topic from a variety of sources.
- recording sources of information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - forming questions to explore and identifying sources for information about a topic.
 - listing sources.
 - identifying information that is appropriate to the topic.
- recognizing and recalling specific vocabulary, such as: database, relevant, research plan, various sources.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

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Research

Learning Targets

Students will:

- generate a research question.
- use search terms in a database.
- conduct short research projects using several sources to build knowledge of a topic.
- gather relevant information from print and digital resources.
- summarize and paraphrase information from sources in notes and in final writing pieces.
- provide a list of sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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Speaking and Listening

High Priority Standards (MLS)

- 5.R.1.B.g - Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
- 5.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following agreed upon rules for listening and fulfilling discussion rules independently.
- 5.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others.
- 5.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations.
- 5.SL.1.A.d - Develop and apply effective listening skills and strategies in formal and informal settings by: listening for speaker’s message and summarizing main points based on evidence.
- 5.SL.2.A.a – Develop and apply effective listening skills and strategies in formal and informal setting by: evaluating and modifying own active listening skills.
- 5.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: summarizing points made by others before presenting own ideas, according to classroom expectations.
- 5.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: providing and evaluating evidence to support opinion.
- 5.SL.4.A.a – Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: using efficient presentation skills with available resources using a variety of media.
- 5.SL.4.A.b - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: planning an appropriate presentation, based on audience.
- 5.SL.4.A.c - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● summarizing ideas from oral presentations or texts. ● sharing on a topic, text or opinion using appropriate facts and details for the intended purpose and message in an organized manner. ● expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience. ● including multimedia or visual displays when appropriate to clarify information.

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Speaking and Listening

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - paraphrasing and identifying the reasons and evidence a speaker provides to support particular points.
 - asking questions to improve understanding.
 - describing a topic, text, experience with limited facts and relevant, descriptive details.
- recognizing and recalling specific vocabulary, such as: contexts, summarizing, drawing conclusions, posing, claims, identify, diverse media, multimedia components, relevant information, volume, tone, rate, visual display, awareness of audience.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- listen to speaker.
- come to discussions prepared, having read or studied required material.
- review key ideas expressed.
- draw conclusions from the discussion.
- summarize the speakers points.
- explain how claims are supported by reasons and evidence.
- follow agreed-upon rules for discussion.
- carry out assigned roles.
- ask and answer questions to clarify, gather additional information or deepen understanding of a topic/issue.
- identify main idea and supporting details of oral presentations.
- paraphrase portions of a text read aloud.
- paraphrase information from oral presentations.
- summarize a written text read aloud.
- summarize information presented in diverse media and formats, including visually, quantitatively and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- evaluate a speaker's point of view.

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Speaking and Listening

- use general academic and domain specific words and phrases.
- locate relevant information.
- sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
- speak with appropriate rate, volume and tone.
- adapt speech to a variety of contexts and tasks.
- use formal English when appropriate to task and situation.
- include multimedia components or visual displays when appropriate in presentations when appropriate to enhance the development of main ideas or themes.
- demonstrate an awareness of audience (where to stand, how to hold visuals, eye contact, posture, and confidence).