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|  | **Reading Literature****Reading Informational Text** | **Reading Foundations** | **Writing** | **Speaking and Listening** | **Language** |
| K | * More prompting and support when students are retelling
* Familiarity with words in text and address new vocabulary (include studies of informational texts)
* Name and define role of author and illustrator (include studies of informational texts)
* Recognize the relationship between illustration and text (include studies of informational texts)
* Compare and contrast the experiences and adventures in stories
* Actively engage in group reading (include studies of informational texts)
* Identify key details in a text (include studies of informational texts)
* With prompting and support identify authors purpose
* Identify similarities in and differences/ two texts on the same topic
 | * Understand that words are separated by spaces in print
* Isolate and pronounce the initial, medial vowel, and final sounds, (phonemes) in three-phoneme (CVC words (This does not include CVC endings with /l/ /r/ or /x/.
* read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
* recognize and produce rhyming words
* phonemic awareness still a focus
 | * Compose informational, opinion and narrative writing
* Revise with assistance
* Use digital tools to produce and publish writing
* Participate in short, as well as more sustained, research projects based on focus questions led by teacher
 | * Ask and answer questions in order to seek help, get information, or clarify something
* Prompting and support when students are describing items
 | * Include support/ prompting when asking questions about story text, details, retelling
* Determine meaning of unknown words in text
* Know role of author and illustrator
* Recognize relationship between text/illustrations
* Compare and contrast characters’ experiences
* Participate in small group reading of a text w/ teacher
* Book and print awareness still a focus
* Gather information from multiple sources
 |
| 1 | * Use key details and illustrations in literature and informational text (including characters, setting, or events)
* Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
* Wide range of text types
* Identify who is telling the story
* Compare and contrast the adventures of characters
* Prompt and supports with prose (non rhyming) and poetry
* Ask and answer questions about key details in an informational text
* Describe the connections between individuals, events, ideas, or pieces of information in a text
* Know and use various text features to locate key facts or information in a text
* Use context to distinguish between information provided by pictures and words in a text
* Use illustrations and details to describe key ideas
* Author’s purpose and point of view
* Compare and contrast two texts on the same topic
* Use prompting and support to read specific and complex text
 | * Know the spelling-sound correspondences for common consonant digraphs
* Know final –e and common vowel team conventions for representing long vowel sounds
* Use knowledge that every syllable must have a vowel sound to determine the number syllables in a printed word
* Decode two-syllable words following basic patterns by breaking the words into syllables
* Read with sufficient accuracy and fluency to support comprehension
 | * Write opinion pieces
* Writeinformative/explanatory texts
* Write narratives
* Use a variety of digital tools to produce and publish writing w/ assistance
* Participate in shared research and writing projects
* Use standard English grammar
* Print all upper & lower case letters.
* Use common, proper, and possessive nouns.
* use singular and plural nouns with matching verbs in basic sentences , personal, possessive, and indefinite pronouns (e.g., I, me, my; they)
* Convey past, present, and future in writing
* Use frequently occurring adjectives
* Use determiners & prepositions, e.g., during, beyond, toward
* Produce & expand simple & compound declarative, interrog., imperative & exclamatory sentences in response to prompts
 | * Ask and answer questions about key details about text read or presented to them.
* Ask and answer questions about what a speaker says.
* Clearly describe people, places, things and events with details.
* Add visuals to clarify ideas, thoughts and feelings.
 | * Use in writing and speaking: conventions, including possessive nouns, pronouns, conjunctions, prepositions
* Understand word relationships, for example, connecting vocabulary to real-life
* Use conjunctions to show relationships
 |
| 2 | * Make connections between historical events and scientific ideas
* Use text features such as captions, bold print, subheadings, glossaries, and indexes are used to locate key facts
* Explain how images help clarify or explain texts
* Compare 2 or more versions of the same story by different authors or cultures
* Acknowledge the differences in the point of view of characters
* Refer to texts of diverse cultures
* Describe how a character responds to something
* Main ideas and paragraphs are stressed in info. texts
* Use information gained from the illustrations and words in print/ digital text to demonstrate understanding of its characters, setting, or plot
 | * Know and apply grade-level phonics and word analysis skills in decoding words:
* Distinguish long and short vowels in one-syllable words
* Know spelling-sound correspondences for additional common vowel teams
* Decode regularly spelled two-syllable words with long vowels
* Decode words with common prefixes and suffixes
* Identify words with inconsistent but common spelling-sound correspondences
* Recognize and read grade-appropriate irregularly spelled words
* Read with accuracy and fluency to support comprehension
 | * Opinion writing
* Narrative writing
* Informational writing
* Use temporal words; e.g., sequence and transition words
* Emphasis on Individual Guidance and Support
* Emphasis on Individual Guidance and Support with peer collaboration
* Shared research participation
* Gather evidence to answer questions
 | * Participate in dsiscussions, building on comments of others, taking turns in an agreed way, asking for more info when needed
* Build confidence through public speaking experiences
* Use authentic descriptions to tell a realistic story
* Teach appropriate volume and use of sensible language
* Teach the proper use of audio equipment
* Teach how to illustrate with relevance to story
* Use complete sentences when appropriate, add details for clarification
 | Use in speaking and writing* Use collective nouns
* Irregular plural nouns
* Irregular verbs
* Produce, expand, rearrange complete sentences

When writing:* Capitalize-holidays, product names, place names
* Use commas in greetings and closings in letters
* Apostrophes
* Use self & reference materials to confirm spelling
* Determine the meaning of words and phrases, using reference materials when appropriate
* Compound words
* Real-life connections to word use
* Shades of meaning in similar verbs and adjectives
* Use adjectives and adverbs to respond to texts
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| 3  | **Literature*** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language
* Use academic language when referring to texts (e.g. chapters, scene, stanza)
* Distinguish own point of view from that of narrator or characters
* Explain how specific aspects of illustrations relate to the text
* Compare/contrast aspects of different texts by same author

**Informational Text*** Explain how the details of a text support the main idea
* Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
* Determine meaning of academic and domain specific vocabulary in a text
* Use text features and search tools to locate information efficiently
* Distinguish own point of view from that of author
* Use illustrations and text to demonstrate understandings of texts
* Describe connections between sentences and paragraphs in text (comparisons, sequence, cause/effect)
* Compare & contrast 2 texts on same topic
 | * Identify and know meaning of most common prefixes and derivational suffixes
* Decode words with Latin suffixes
* Read independently and proficiently at the high end of the 2/3 grade band by the end of 3rd grade

CCSS says “Read independently” but does not say “Read independently daily” | * Compose opinion pieces
* Increased rigor when writing informative texts:

\*Introduce a topic and group relatedinformation together; include illustrations if useful to aiding comprehension\*Develop the topic with facts, definitions, anddetails\*Use linking words and phrases (e.g., *also*,*another*, *and*, *more*, *but*) to connect ideas within categories of information\*Provide a concluding statement or section* Include dialogue in narrative writing
* Use technology to produce and publish writing and to collaborate with others
 | * After listening to text read aloud or informational presentations, students will be able to tell main idea and details
* Create audio recordings with fluent, expressive readings
* Prepare for and engage in discussions following agreed upon rules
 | * Acquire and use accurately grade-appropriate

conversational, general academic, and domain specificwords and phrases, including those thatsignal spatial and temporal relationships (e.g.,*After dinner that night we went looking for them*)* Use

quotation marks in dialogue* Form and use possessives
* Distinguish shades of meaning in related words

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| 4  | **Literature*** Determine theme
* Explain major differences in genres, using academic language to refer to structure of genres
* Compare/contrast point-of-view of narration of stories, including 1st and 3rd person
* Explain meaning of words in text, including references to myths
* Compare/contrast how stories from different cultures treat similar themes and topics
* Read and comprehend texts in the grade 4/5 band; with scaffolding at high end of range

**Informational Text*** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
* Determine text structure
* Compare/contrast first and second hand accounts of same event
* Understand information presented visually, orally or quantitatively and explain how it contributes to text
* Integrate info from two texts to write or speak on the topic
* Explain how an author supports points with reasons and examples
* Read and comprehend texts in the grade 4/5 band; with scaffolding at high end of range
 | * Apply phonics and word analysis to decode words
* Use affixes and roots to decode and determine meaning of words
* Read grade level text with accuracy and fluency to support comprehension
 | * Compose opinion pieces, supported by facts
* Increased rigor when writing informative texts: For example-group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension
* Type 1 page in one sitting
* Write to analyze, research and reflect on reading
* Use technology to produce and publish writing and to collaborate with others
 | * Paraphrase parts of a text read aloud or presented in different formats
* Specifics about student discussions: e.g., roles, rules, asking for clarification
* Report on topics in an organized manner
* Produce audio and video presentations
 | * Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g. writing vs. texting),
* Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*)
* Recognize and explain meaning of idioms, adages, proverbs
* Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)
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| 5 | **Literature*** Compare & contrast between different stories; added story elements
* Understand figurative language
* Explain overall structure of stories
* Explain how narrator’s point-of-view influences story
* Explain how visual or multimedia features contribute to text
* Compare & contrast themes within the same genre
* Read and understand texts at the high end of the grade 4/5 band with proficiency

**Informational Text*** Determine text structure
* Compare/contrast the text structure of two texts on same topic
* Use text features and search tools to locate info on a topic efficiently
* Integrate info from multiple sources in order to write or speak about the topic
* Analyze accounts from different sources on same event and note similarities/differences
* Explain how an author uses evidences and reasons to support points in texts
* Read and understand texts at the high end of the grade 4/5 band with proficiency
 | * Use knowledge of phonics, syllabication and morphology to decode multisyllabic words in and out of context
 | * Compose opinion pieces with reasons and information to support stance
* Compose informational/explanatory pieces that examine a topic and relate ideas and info clearly, use formatting to organize, for example subheading, illustrations
* Use technology to produce and publish writing
* Use technology to interact and collaborate on writing
* Type two pages at one sitting
* Write to reflect, research and analyze texts using evidence from text

  | * Summarize written texts or information in different formats (speeches, videos)
* Be able to present an opinion with supporting details and in a logical sequence
* Include multimedia components in presentations when appropriate
* Prepare for and participate in discussions, contributing and elaborating on remarks made by others
 | * Compare/contrast varieties of English (e.g. register, dialect) in stories, poems and dramas
* Focus on more complex oral and written discourse
* Use correlative conjunctions , e.g., either/or
* Use correct verb tense, including perfect (I had walked.)
* Use of commas for direct address, to set off a tag question, to separate yes, no in a sentence
* Use italics, underlining, or quotation marks to indicate titles
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