|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 |
| 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 related  information together; include illustrations if useful to aiding comprehension  \*Develop the topic with facts, definitions, and  details  \*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 specific  words and phrases, including those that  signal 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 |
| 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*) |
| 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 |