Q	uart	ter					Commoi	n Core In	structional	Shifts		
1	2 3	4		Concepts and Skills		Information al Text	Close Read Strategy	Tier II Vocab	Text Dependen t	Evidenc e Based	Writing Elemen t	Speaking Element
				READING STANDARDS FOR LITERATURE								
				Key Ideas and Details								
			RL.K.1	With prompting and support, ask and answer questions about key details in a text.								
			RL.K.2	With prompting and support, retell familiar stories, including key details.								
			RL.K.3	With prompting and support, identify characters, settings, and major events in a story.								
				Craft and Structure								
			RL.K.4	Ask and answer questions about unknown words in a text.								
			RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
			RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.								
				Integration of Knowledge and Ideas								
			RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).								
П			RL.K.8	(Not applicable to literature)								
			RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.								
Ц				Range of Reading and Level of Text Complexity								
			RL.K.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.								
Ц	\perp											
\coprod	\perp	_		READING STANDARDS FOR INFORMATIONAL TEXT								
\sqcup	\perp	_		Key Ideas and Details								
			RI.K.1	With prompting and support, ask and answer questions about key details in a text.								

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. DI.K.5 Identify the front cover, back cover, and title page of		
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		
RI.K.3 between two individuals, events, ideas, or pieces of information in a text. Craft and Structure With prompting and support, ask and answer questions about unknown words in a text.		
information in a text. Craft and Structure RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		
R1.K.4 questions about unknown words in a text.		
I I I I I I I I I I I I I I I I I I I		
Name the author and illustrator of a text and define	1	
RI.K.6 the role of each in presenting the ideas or		
information in a text.		
Integration of Knowledge and Ideas		
With prompting and support, describe the		
RI.K.7 relationship between illustrations and the text in		
which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		
With prompting and support identify the reasons on	+	
RI.K.8 author gives to support points in a text.		
With prompting and support, identify basic similarities		
RI.K.9 in and differences between two texts on the same		
procedures).		
Range of Reading and Level of Text Complexity		
RI.K.10 Actively engage in group reading activities with		
purpose and understanding.		
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
RF.K.1 Demonstrate understanding of the organization and basic features of print.		
RF.K.1a a. Follow words from left to right, top to bottom, and page by page.		
RF.K.1b b. Recognize that spoken words are represented in written language by specific sequences of letters.		
RF.K.1c c. Understand that words are separated by spaces in print.		

	RF.K.10	d. Recognize and name all upper- and lowercase letters of the alphabet.							
		Phonological Awareness							
	RF.K.2	Demonstrate understanding of spoken words,							
$\sqcup \sqcup \sqcup$		syllables, and sounds (phonemes).							
	RF.K.2a	a. Recognize and produce rhyming words.							
	RF.K.2b	b. Count, pronounce, blend, and segment syllables							
	141.14.21	In spoken words.							
	RF.K.2d	c. Blend and segment onsets and rimes of							
$\vdash\vdash\vdash$	1	single-syllable spoken words.						-	
		d. Isolate and pronounce the initial, medial vowel,							
	RF.K.2d	and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This							
		does not include CVCs ending with /l/, /r/, or /x/.)							
		a Add or substitute individual sounds (phonomes) in							
	RF.K.2	simple, one-syllable words to make new words.							
		Phonics and Word Recognition							
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.							
		a. Demonstrate basic knowledge of one-to-one							
	RF.K.3a	letter-sound correspondences by producing the							
		primary sound or many of the most frequent sounds							
HH	_	for each consonant.							
	RF.K.3b	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.							
H + H		a Dood common high fraguency words by sight		-			1	1	
	RF.K.3d	(e.g., the, of, to, you, she, my, is, are, do, does).							
	DELCO	d Distinguish between similarly spelled words by							
	RF.K.30	identifying the sounds of the letters that differ.							
		Fluency							
	RF.K.4	Read emergent-reader texts with purpose and understanding.							
		WRITING STANDARDS							
		Text Types and Purposes							

ППП		Use a combination of drawing, dictating, and writing					
$H \cap H$	W.K.1	to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing					
11111	V V.1 C. 1	about and state an opinion or preference about the					
		topic or book (e.g., <i>My favorite book is</i>).					
		Use a combination of drawing, dictating, and writing					
11111	W.K.2	to compose informative/explanatory texts in which they name what they are writing about and supply					
11111		some information about the topic.					
		Use a combination of drawing, dictating, and writing					
11111		to narrate a single event or several loosely linked					
11111	W.K.3	events, tell about the events in the order in which					
		they occurred, and provide a reaction to what happened.					
		Production and Distribution of Writing					
	W.K.4	(Begins in grade 3)					
		With guidance and support from adults, respond to					
11111	W.K.5	questions and suggestions from peers and add					
H		details to strengthen writing as needed. With guidance and support from adults, explore a					
11111	W.K.6	variety of digital tools to produce and publish writing,					
		including in collaboration with peers.					
		Research to Build and Present Knowledge					
		Participate in shared research and writing projects					
11111	W.K.7	(e.g., explore a number of books by a favorite author					
++++		and express opinions about them). With guidance and support from adults, recall					
11111	W.K.8	information from experiences or gather information					
11111		from provided sources to answer a question.					
	W.K.9	(Begins in grade 4)					
		Range of Writing					
	W.K.10	(Begins in grade 3)					
		SPEAKING AND LISTENING					
		Comprehension and Collaboration					
		Participate in collaborative conversations with					
	SL.K.1	diverse partners about kindergarten topics and texts					
		with peers and adults in small and larger groups.					

a. Follow agreed-upon rules for discussions (e.g., SL.K.1a listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1b b. Continue a conversation through multiple exchanges. Confirm understanding of a text read aloud or information presented orally or through other media SL.K.2 by asking and answering 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. Presentation of Knowledge and Ideas Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.4 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. LANGUAGE Conventions of Standard English		SL.K.1a									
the topics and texts under discussion). SL.K.1b Continue a conversation through multiple exchanges. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering 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. Presentation of Knowledge and Ideas Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.		SL.K.1a	10 4 1 4 40 14 14 4 15 1 4								
SL.K.1b SL.K.1b SL.K.1c Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering 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. Presentation of Knowledge and Ideas Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 SL.K.6 SL.K.6 LANGUAGE											
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SL.K.4 and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. LANGUAGE											
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SL.K.5 as desired to provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. LANGUAGE	HH										
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.		SL.K.5									
SL.K.o ideas clearly. LANGUAGE					<u> </u>						
LANGUAGE		SL.K.6									
			lucas disarry.								
	+++		LANCHAGE						1		
	+++		 			+	+	1	+		
	+++							1			
Demonstrate command of the conventions of L.K.1 standard English grammar and usage when writing											
L.K.1 standard English grammar and usage when writing or speaking.		L.N. I									
L.K.1a a. Print many upper- and lowercase letters.		I K 1a									
								1	1		
L.K.1b b. Use frequently occurring nouns and verbs.	HH	L.K. ID						1			
L.K.1c c. Form regular plural nouns orally by adding /s/ or		L.K.1c									
d. Understand and use question words	 							+			
L.K.1d (interrogatives) (e.g., who, what, where, when, why,	1111	I K 1d									
how).		L.IX. IU									
a. Use the most frequently eccurring propositions			· · · · · · · · · · · · · · · · · · ·						+	 	
			e. Use the most frequently occurring prepositions							1	
		L.K.1e	e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).								
L.K.1f f. Produce and expand complete sentences in			e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in								

	Demonstrate command of the conventions of					Ī	
	standard English capitalization, punctuation, and						
	spelling when writing.						
L.K.2a	a. Capitalize the first word in a sentence and the pronoun <i>I</i> .						
L.K.2b	·						
L.K.2c	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).						
L.K.2d	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.						
	Knowledge of Language						
L.K.3	(Begins in grade 2)						
	Vocabulary Acquisition and Use						
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.						
L.K.4a	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).						
L.K.4b	b. 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.						
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.						
L.K.5a	categories represent.						
L.K.5b	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).						
L.K.5c	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).						
L.K.5d	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.						

Q	uart	er					Common	Core Ins	structional	Shifts		
1 2	2 3	4		Concepts and Skills	Literar y Text	Informationa I Text	Close	Tier II	Text Dependen t Question s		Writing Elemen t	Speaking Element
				READING STANDARDS FOR LITERATURE								
				Key Ideas and Details								
			RL.1.1	Ask and answer questions about key details in a text.								
			RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.								
			RL.1.3	Describe characters, settings, and major events in a story, using key details.								
				Craft and Structure								
			RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.								
			RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.								
			RL.1.6	Identify who is telling the story at various points in a text.								
				Integration of Knowledge and Ideas								
			RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.								
			RL.1.8	(Not applicable to literature)								
			RL.1.9	Compare and contrast the adventures and experiences of characters in stories.								
Ш	Ш			Range of Reading and Level of Text Complexity								
			RL.1.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.								
H	+			 READING STANDARDS FOR INFORMATIONAL TEXT				1				
H	+			Key Ideas and Details				+				
H	+		RI.1.1	Ask and answer questions about key details in a text.				+				
+	+		RI.1.2	Identify the main topic and retell key details in a text.				+				
H	+			Describe the connection between two individuals,				+				
\coprod			RI.1.3	events, ideas, or pieces of information in a text.								

	Craft and Structure					
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.					
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.					
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.					
	Integration of Knowledge and Ideas					
RI.1.7	Use the illustrations and details in a text to describe its key ideas.					
RI.1.8	Identify the reasons an author gives to support points in a text.					
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
	Range of Reading and Level of Text Complexity					
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.					
	READING STANDARDS: FOUNDATIONAL SKILLS					
	Print Concepts					
RF.1.1	Demonstrate understanding of the organization and basic features of print.					
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).					
	Phonological Awareness					
RF.1.2	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
RF.1.2a	spoken single-syllable words.					
RF.1.2b	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.					
RF.1.2c	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.					

F		d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).					
		Phonics and Word Recognition					
F	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.					
F	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.					
	RF.1.3b	b. Decode regularly spelled one-syllable words.					
F	RF.1.3c	c. Know final -e and common vowel team conventions for representing long vowel sounds.					
F	RF.1.3d	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.					
F	RF.1.3e	e. Decode two-syllable words following basic patterns by breaking the words into syllables.					
	RF.1.3f	f. Read words with inflectional endings.					
F	RF.1.3g	g. Recognize and read grade-appropriate irregularly spelled words.					
		Fluency					
F	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.					
F	RF.1.4a	Read grade-level text with purpose and understanding.					
F	RF.1.4b	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.					
F	RF.1.4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
		MOUTING OTANDADDO			+		
		WRITING STANDARDS			-		
		Text Types and Purposes Write opinion pieces in which they introduce the topic			1		
V	N.1.1	or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.					

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					
W.1.3	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.					
	Duadrostia a and Diatributia a of Mitting		 1			
W.1.4	Production and Distribution of Writing (Begins in grade 3)					
W.1.5	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.					
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					
	Research to Build and Present Knowledge Participate in shared research and writing projects					
W.1.7	(e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).					
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
W.1.9	(Begins in grade 4)					
	Range of Writing		<u> </u>			
W.1.10	(Begins in grade 3)					
	SPEAKING AND LISTENING					
	Comprehension and Collaboration					
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.					

			_					 ,
			a. Follow agreed-upon rules for discussions (e.g.,					
		SL.1.1a	listening to others with care, speaking one at a time					
			about the topics and texts under discussion).					
	П		b. Build on others' talk in conversations by					
		SL.1.1b	responding to the comments of others through					
			multiple exchanges.					
	П	SL.1.1c	c. Ask questions to clear up any confusion about the					
		SL. 1. 10	topics and texts under discussion.					
	П		Ask and answer questions about key details in a text					
		SL.1.2	read aloud or information presented orally or through					
			other media.					
	\Box		Ask and answer questions about what a speaker					
		SL.1.3	says in order to gather additional information or					
			clarify something that is not understood.					
\Box	\top		Presentation of Knowledge and Ideas					
	+		Describe people, places, things, and events with					
		SL.1.4	relevant details, expressing ideas and feelings					
		OL. 1.4	clearly.					
+++	+		Add drawings or other visual displays to descriptions					
		SL.1.5	when appropriate to clarify ideas, thoughts, and					
		OL. 1.0	feelings.					
	+		Produce complete sentences when appropriate to					
		SL.1.6	task and situation. (See grade 1 Language					
		OL. 1.0	standards 1 and 3 for specific expectations.)					
+++	+		citation of the organic expectations.)				<u> </u>	
HH	+				_	+		-
+++	\perp	_	LANGUAGE					
$\sqcup \sqcup$	Ш		Conventions of Standard English					
			Demonstrate command of the conventions of					
		L.1.1	standard English grammar and usage when writing					
			or speaking.					
	⊥l	L.1.1a	a. Print all upper- and lowercase letters.					
	П		aT. Use the basic conventions of print (left-to-right					
		L.1.1aT	and top-to-bottom progression), including spacing					
			between words and sentences.					
	\sqcap	L.1.1b	b. Use common, proper, and possessive nouns.					
	$\top \top$	1 4 4 -	c. Use singular and plural nouns with matching verbs					
		L.1.1c	in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i>).					

		d. Use personal, possessive, and indefinite pronouns				1	
	L.1.1d	(e.g., <i>I, me, my; they, them, their; anyone,</i>					
		everything).					
++		e. Use verbs to convey a sense of past, present, and					
	L.1.1e	future (e.g., Yesterday I walked home; Today I walk					
		home; Tomorrow I will walk home).					
	L.1.1f	f. Use frequently occurring adjectives.					
	L.1.1g	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).					
	L.1.1h	h. Use determiners (e.g., articles, demonstratives).					
	L.1.1i	i. Use frequently occurring prepositions (e.g., during, beyond, toward).					
		j. Produce and expand complete simple and					
	L.1.1j	compound declarative, interrogative, imperative, and					
		exclamatory sentences in response to prompts.					
		Demonstrate command of the conventions of					
	L.1.2	standard English capitalization, punctuation, and					
++	1.40	spelling when writing.					
\square	L.1.2a	a. Capitalize dates and names of people.					
	L.1.2b	b. Use end punctuation for sentences.					
	L.1.2c	c. Use commas in dates and to separate single words in a series.					
	L.1.2d	d. Use conventional spelling for words with common spelling patterns and for frequently occurring					
		irregular words.					
	1.40-	e. Spell untaught words phonetically, drawing on					
	L.1.2e	phonemic awareness and spelling conventions.					
		Knowledge of Language					
	L.1.3	(Begins in grade 2)					
		Vocabulary Acquisition and Use					
		Determine or clarify the meaning of unknown and					
	L.1.4	multiple-meaning words and phrases based on					
		grade 1 reading and content, choosing flexibly from					
++		an array of strategies.					
	L.1.4a	a. Use sentence-level context as a clue to the					
++		meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the	+		-		
	L.1.4b	meaning of a word.					
\Box		iniodning of a word.		l	L		

L.1.4c	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).					
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.					
L.1.5a	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.					
L.1.5b	b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).					
L.1.5c	c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).					
L.1.5d	d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.					
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).					

	uart	ter						Common	Core In	structional \$	Shifts		
1	2 3	4			Concepts and Skills	Literary Text	Information al Text	Close Read Strategy	Tier II Vocab	Text Dependen t Questions	Evidenc e Based	Writing Elemen t	Speaking Element
П		П			READING STANDARDS FOR LITERATURE								
					Key Ideas and Details								
			R	L.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
			R	L.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.								
			R		Describe how characters in a story respond to major events and challenges.								
		Ш			Craft and Structure								
			R	L.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
			R	L.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.								
			R	L.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.								
П		П			Integration of Knowledge and Ideas								
			R	L.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.								
П		П	R	L.2.8	(Not applicable to literature)								
			R	L.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.								
H	+	\sqcup											
\mathbb{H}	+	H											
					Range of Reading and Level of Text Complexity								

RL.2.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band				
_	independently and proficiently.				
-	READING STANDARDS FOR INFORMATIONAL TEXT				
_	Key Ideas and Details				
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
RI.2.2	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.				
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.				
	Craft and Structure				
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .				
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.				
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				
	Integration of Knowledge and Ideas				
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				
RI.2.8	Describe how reasons support specific points the author makes in a text.				
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.				
	 	+			
	Range of Reading and Level of Text Complexity				

	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
		READING STANDARDS: FOUNDATIONAL SKILLS					
		Phonics and Word Recognition					
	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.					
	RF.2.3a	regularly spelled one-syllable words.					
	RF.2.3b	b. Know spelling-sound correspondences for additional common vowel teams.					
	RF.2.3c	c. Decode regularly spelled two-syllable words with long vowels.					
	I I I I R F 2 30	Id Decode words with common prefixes and suffixes					
	RF.2.3e	e. Identify words with inconsistent but common spelling-sound correspondences.					
	RF.2.3f	f. Recognize and read grade-appropriate irregularly spelled words.					
\coprod							
$\sqcup \bot$		Fluency					
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.					
	RF.2.4a	a. Read grade-level text with purpose and understanding.					
	RF.2.4b	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.					
	RF.2.4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
H							
HH							
		WRITING STANDARDS		1			

	Text Types and Purposes					
W.2.1	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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.					
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.					
W.2.3	Write narratives in which they 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.					
	Production and Distribution of Writing					
W.2.4	(Begins in grade 3)					
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					
	Research to Build and Present Knowledge					
W.2.7	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).					
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.					
W.2.9	(Begins in grade 4)					
	Range of Writing					
W.2.10	(Begins in grade 3)					
	SPEAKING AND LISTENING					
	Comprehension and Collaboration					

Participate in collaborative conversations with SL.2.1 diverse partners about <i>grade 2 topics and texts</i> with	
peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g.,	
SL.2.1a gaining the floor in respectful ways, listening to	
Others with care, speaking one at a time about the	
topics and texts under discussion).	
SL.2.1b b. Build on others' talk in conversations by linking	
their comments to the remarks of others.	
SL.2.1c c. Ask for clarification and further explanation as	
needed about the topics and texts under discussion.	
Recount or describe key ideas or details from a text	
SL.2.2 read aloud or information presented orally or through	
other media.	
Ask and answer questions about what a speaker	
SL.2.3 says in order to clarify comprehension, gather additional information, or deepen understanding of a	
topic or issue.	
topic of issue.	
Presentation of Knowledge and Ideas	
Tell a story or recount an experience with	
SL.2.4 appropriate facts and relevant, descriptive details,	
speaking audibly in coherent sentences.	
Create audio recordings of stories or poems; add	
SL.2.5 drawings or other visual displays to stories or	
recounts of experiences when appropriate to clarify	
ideas, thoughts, and feelings. Produce complete sentences when appropriate to	
took and cituation in order to provide requested	
SL.2.6 detail or clarification. (See grade 2 Language	
standards 1 and 3 for specific expectations.)	
LANGUAGE	
Conventions of Standard English	
Demonstrate command of the conventions of	
L.2.1 standard English grammar and usage when writing	
or speaking.	
L.2.1a a. Use collective nouns (e.g., group).	

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	L.2.1b	b. Form and use frequently occurring irregular plural						
Ш		nouns (e.g., feet, children, teeth, mice, fish).						
	L.2.1c	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).						
	L.2.1d	d. Form and use the past tense of frequently						
	L.Z. 1U	occurring irregular verbs (e.g., sat, hid, told).						
	L.2.1e	e. Use adjectives and adverbs, and choose between						
Ш		them depending on what is to be modified.						
		f. Produce, expand, and rearrange complete simple						
	L.2.1f	and compound sentences (e.g., The boy watched						
		the movie; The little boy watched themovie; The						
H		SA. Introduce upper- and lower case cursive						
	L.2.1SA	handwriting						
H		Demonstrate command of the conventions of						
	L.2.2	standard English capitalization, punctuation, and						
		spelling when writing.						
	L.2.2a	a. Capitalize holidays, product names, and						
Ш		geographic names.						
	L.2.2b	b. Use commas in greetings and closings of letters.						
	L.2.2c	c. Use an apostrophe to form contractions and						
Ш	L.Z.Z0	frequently occurring possessives.						
	L.2.2d	d. Generalize learned spelling patterns when writing						
\vdash		words (e.g., cage → badge; boy → boil).						
	L.2.2e	e. Consult reference materials, including beginning						
	L.Z.2 e	dictionaries, as needed to check and correct spellings.						
H		Spellings.						
H		Vaculadas of Language						
Ш		Knowledge of Language						
	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
H	L.2.3a	1						
H	L.Z.Sa	a. Compare formal and informal uses of English.						
Ш		Vocabulary Acquisition and Use						
		Determine or clarify the meaning of unknown and						
	L.2.4	multiple-meaning words and phrases based on						
$ \ \ $		grade 2 reading and content, choosing flexibly from						
HH		an array of strategies. a. Use sentence-level context as a clue to the						
$ \ \ $	L.2.4a	meaning of a word or phrase.						
ш		Intodning of a word of prilado.				<u> </u>	<u> </u>	

L.2.4b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).					
L.2.4c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).					
L.2.4d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).					
L.2.4e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.					
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.					
L.2.5a	a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).					
L.2.5b	b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).					
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).					

Qu	art	er					Commor	n Core In	structional	Shifts		
1 2	3	4		Concepts and Skills		Information al Text	Close Read Strategy	Tier II Vocab	Text Depende nt Question		Writing Elemen t	Speaking Element
				READING STANDARDS FOR LITERATURE								
Ш				Key Ideas and Details								
			RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.								
			RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.								
			RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.								
				Craft and Structure								
			RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.								
			RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.								
			RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.								
Ш	Ш			Integration of Knowledge and Ideas								
			RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).								
	П		RL.3.8	(Not applicable to literature)								
			RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).								
				Range of Reading and Level of Text Complexity								

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		By the end of the year, read and comprehend				
	RL.3.10	literature, including stories, dramas, and poetry, at				
	1 12.0.10	the high end of the grades 2–3 text complexity band				
		independently and proficiently.				
		READING STANDARDS FOR INFORMATIONAL TEXT				
		Key Ideas and Details				
		Ask and answer questions to demonstrate				
	RI.3.1	understanding of a text, referring explicitly to the text				
		as the basis for the answers.				
	RI.3.2	Determine the main idea of a text; recount the key				
	141.5.2	details and explain how they support the main idea.				
		Describe the relationship between a series of				
		historical events, scientific ideas or concepts, or				
	RI.3.3	steps in technical procedures in a text, using				
		language that pertains to time, sequence, and				
		cause/effect.				
		Craft and Structure				
		Determine the meaning of general academic and				
	RI.3.4	domain-specific words and phrases in a text relevant				
		to a grade 3 topic or subject area.				
		Use text features and search tools (e.g., key words,				
	RI.3.5	sidebars, hyperlinks) to locate information relevant to				
		a given topic efficiently.				
	RI.3.6	Distinguish their own point of view from that of the				
	1	author of a text.				
		Integration of Knowledge and Ideas				
		Use information gained from illustrations (e.g., maps,				
	RI.3.7	photographs) and the words in a text to demonstrate				
	1 41.017	understanding of the text (e.g., where, when, why,				
		and how key events occur).			ļ	
 		Describe the logical connection between particular				
	RI.3.8	sentences and paragraphs in a text (e.g.,				
		comparison, cause/effect, first/second/third in a				
++++		sequence).		-		
	RI.3.9	Compare and contrast the most important points and				
		key details presented in two texts on the same topic.				
		Range of Reading and Level of Text Complexity				

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	By the end of the year, read and comprehend informational texts, including history/social studies,						
RI.3.10	science, and technical texts, at the high end of the						
	grades 2–3 text complexity band independently and						
	proficiently.						
	READING STANDARDS: FOUNDATIONAL SKILLS						
	Phonics and Word Recognition						
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.						
RF.3.3a	a. Identify and know the meaning of the most common prefixes and derivational suffixes.						
RF.3.3b	b. Decode words with common Latin suffixes.						
RF.3.3c	c. Decode multi syllable words.						
RF.3.3d	d. Read grade-appropriate irregularly spelled words.						
	Fluency						
RF.3.4	4. Read with sufficient accuracy and fluency to support comprehension.						
RF.3.4a	Read grade-level text with purpose and understanding.						
RF.3.4b	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings						
RF.3.4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						
	WRITING STANDARDS						
	Text Types and Purposes						
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.						
1	a. Introduce the topic or text they are writing about,						
W.3.1a	state an opinion, and create an organizational structure that lists reasons.						
W.3.1b	b. Provide reasons that support the opinion.						
W.3.1c	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.						
W.3.1c							

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W.3.1d	d. Provide a concluding statement or section.								
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.								
W.3.2a	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.								
W.3.2b	b. Develop the topic with facts, definitions, and details.								
W.3.2c	c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.								
W.3.2d	d. Provide a concluding statement or section.								
W.3.2Ti	Ti. Write letters whose language is tailored to the audience and purpose (e.g. a thank you note) and that use appropriate conventions (e.g. date, salutation, closing)								
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.								
W.3.3a	a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.								
W.3.3b	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.								
W.3.3c	c. Use temporal words and phrases to signal event order.								
W.3.3d	d. Provide a sense of closure.								
W.3.3Ti	Ti. Write imaginative stories that build the plot to a climax and contain details about the characters and setting								
W.3.3Tii	Tii. Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)								
	Production and Distribution of Writing								

	T			•		
	With guidance and support from adults, produce writing in which the development and organization					
W.3.4	are appropriate to task and purpose. (Grade-specific					
	expectations for writing types are defined in					
	standards 1–3 above.)					
	With guidance and support from peers and adults,					
	develop and strengthen writing as needed by					
W.3.5	planning, revising, and editing. (Editing for conventions should demonstrate command of					
	Language standards 1–3 up to and including grade					
	3.)					
	T. Use and understand the function of the following					
W.3.5T	parts of speech in the context of reading, writing, and					
W.3.5Ti	speaking: Ti. Verbs (past, present, and future)					
W.3.5Tii	V		+			
	Tii. Nouns (singular/plural, common/proper)					
VV.3.51III	Tiii. Adjectives (e.g. descriptive, limting, articles) Tiv. Adverbs (e.g. time: before, next; manner:		 +			
W.3.5Tiv	carefully, beautifully)					
W.3.5Tv	Tv. Prepositions and propositional phrases					
W.3.5Tvi	Tvi. Possessive pronouns (e.g., his, hers, theirs)					
W.3.5Tvii	Tvii. Coordinating conjunctions (e.g. and, or, but)					
W.3.5Tviii	conclusion					
W.3.5T1	T1. Use the complete subject and complete predicate in a sentence					
	With guidance and support from adults, use					
W.3.6	technology to produce and publish writing (using					
	keyboarding skills) as well as to interact and collaborate with others.					
	Research to Build and Present Knowledge					
14/0.7	Conduct short research projects that build					
W.3.7	knowledge about a topic.					
	Recall information from experiences or gather					
W.3.8	information from print and digital sources; take brief					
	notes on sources and sort evidence into provided categories.					
W.3.9	(Begins in grade 4)					
	Range of Writing					

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$ \ \ \ $		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time						
	W.3.10	frames (a single sitting or a day or two) for a range						
		of discipline-specific tasks, purposes, and audiences.						
		or discipline-specific tasks, purposes, and addiences.						
HH			_					
		SPEAKING AND LISTENING						
		Comprehension and Collaboration						
		Engage effectively in a range of collaborative						
		discussions (one-on-one, in groups, and teacher led)						
	SL.3.1	with diverse partners on grade 3 topics and texts,						
		building on others' ideas and expressing their own						
\square		clearly.	_					
		a. Come to discussions prepared, having read or studied required material; explicitly draw on that						
	SL.3.1a	preparation and other information known about the						
		topic to explore ideas under discussion.						
HH		b. Follow agreed-upon rules for discussions (e.g.,						
		gaining the floor in respectful ways, listening to						
	SL.3.1b	others with care, speaking one at a time about the						
		topics and texts under discussion).						
		c. Ask questions to check understanding of						
	SL.3.1c	information presented, stay on topic, and link their						
		comments to the remarks of others.						
	SL.3.1d	d. Explain their own ideas and understanding in light						
\square	0L:0:14	of the discussion.						
		Determine the main ideas and supporting details of a						
	SL.3.2	text read aloud or information presented in diverse						
		media and formats, including visually, quantitatively, and orally.						
		Ask and answer questions about information from a		+				
	SL.3.3	speaker, offering appropriate elaboration and detail.						
		Presentation of Knowledge and Ideas						
		Report on a topic or text, tell a story, or recount an		1				
		experience with appropriate facts and relevant,						
	SL.3.4	descriptive details, speaking clearly at an						
		understandable pace.						
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		Create engaging audio recordings of stories or poems that demonstrate fluid reading at an						
	SL.3.5	understandable pace; add visual displays when						
	OL.3.3	appropriate to emphasize or enhance certain facts or						
		details.						
		Speak in complete sentences when appropriate to						
	SL.3.6	task and situation in order to provide requested						
		detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)						
		standards I and 3 for specific expectations.)						
		LANGUAGE						
		Conventions of Standard English						
		Demonstrate command of the conventions of						
	L.3.1	standard English grammar and usage when writing						
		or speaking.						
		a. Explain the function of nouns, pronouns, verbs,						
	L.3.1a	adjectives, and adverbs in general and their						
	L.3.1b	functions in particular sentences. b. Form and use regular and irregular plural nouns.						
		<u> </u>						
HHH	L.3.1c	c. Use abstract nouns (e.g., <i>childhood</i>).						
	L.3.1d	d. Form and use regular and irregular verbs.						
	L.3.1e	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.						
	L.3.1f	f. Ensure subject-verb and pronoun-antecedent						
		agreement.* g. Form and use comparative and superlative						
	L.3.1g	adjectives and adverbs, and choose between them						
		depending on what is to be modified.						
	L.3.1h	h. Use coordinating and subordinating conjunctions.						
	L.3.1i	i. Produce simple, compound, and complex						
		sentences.						
	L.3.1SA	SA. Master and use cursive handwriting skills						
		Demonstrate command of the conventions of						
	L.3.2	standard English capitalization, punctuation, and						
	L.3.2a	spelling when writing. a. Capitalize appropriate words for						
	L.3.2b	b. Use commas in addresses.						
	L.3.2c	c. Use commas and quotation marks in dialogue.						

		<u> </u>		1	_	1	1	
	L.3.2d	d. Form and use possessives.						
		e. Use conventional spelling for high-frequency and						
	L.3.2e	other studied words and for adding suffixes to base						
		words (e.g., sitting, smiled, cries, happiness).						
		f. Use spelling patterns and generalizations (e.g.,						
	L.3.2f	word families, position-based spellings, syllable						
	L.O.21	patterns, ending rules, meaningful word parts) in						
		writing words.						
		g. Consult reference materials, including beginning						
	L.3.2g	dictionaries, as needed to check and correct						
HH		spellings.					1	
		Knowledge of Language						
		3. Use knowledge of language and its conventions						
	L.3.3	when writing, speaking, reading, or listening.						
\square								
	L.3.3a	a. Choose words and phrases for effect.*						
	L.3.3b	b. Recognize and observe differences between the						
	L.0.00	conventions of spoken and written standard English.					1	
		Vocabulary Acquisition and Use						
		Determine or clarify the meaning of unknown and						
	L.3.4	multiple-meaning word and phrases based on grade						
	L.S.4	3 reading and content, choosing flexibly from a						
		range of strategies.						
	L.3.4a	a. Use sentence-level context as a clue to the						
	2.0.10	meaning of a word or phrase.		ļ	+	-	-	
		b. Determine the meaning of the new word formed						
	L.3.4b	when a known affix is added to a known word (e.g.,						
		agreeable/disagreeable, comfortable/uncomfortable,						
HHH		care/careless, heat/preheat). c. Use a known root word as a clue to the meaning			+			
	L.3.4c	of an unknown word with the same root (e.g.,						
	L.3.40	company, companion).						
		d. Use glossaries or beginning dictionaries, both print		1		+	+	
	L.3.4d	and digital, to determine or clarify the precise						
	L.J.+u	meaning of key words and phrases.						
		Demonstrate understanding of word relationships	+		1	+	+	
	L.3.5	and nuances in word meanings.						
		a. Distinguish the literal and nonliteral meanings of			1			
	L.3.5a	words and phrases in context (e.g., <i>take steps</i>).						
-		i i i i i i i i i i i i i i i i i i i						

L.3.5b	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).					
L.3.5c	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).					
L.3.6	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).					

Concepts and Skills Literary Information Read Tier II Question Evid Base READING STANDARDS FOR LITERATURE Key Ideas and Details	Writing Elemen Sp	Speaking Element
Key Ideas and Details		
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		
Craft and Structure		
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
Integration of Knowledge and Ideas		
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		
RL.4.8 (Not applicable to literature)		

			1	 1	_	1	
	Compare and contrast the treatment of similar						
	themes and topics (e.g., opposition of good and evil)						
RL.4.9	and patterns of events (e.g., the quest) in stories,						
	myths, and traditional literature from different						
	cultures.						
	Range of Reading and Level of Text Complexity						
	By the end of the year, read and comprehend						
RL.4.10	literature, including stories, dramas, and poetry, in						
RL.4.10	the grades 4–5 text complexity band proficiently, with						
	scaffolding as needed at the high end of the range.						
	READING STANDARDS FOR INFORMATIONAL TEXT						
	Key Ideas and Details						
	Refer to details and examples in a text when						
RI.4.1	explaining what the text says explicitly and when						
	drawing inferences from the text.						
RI.4.2	Determine the main idea of a text and explain how it						
KI.4.2	is supported by key details; summarize the text.						
	Explain events, procedures, ideas, or concepts in a						
DI 4 0	historical, scientific, or technical text, including what						
RI.4.3	happened and why, based on specific information in						
	the text.						
	Craft and Structure						
	Determine the meaning of general academic and						
RI.4.4	domain-specific words or phrases in a text relevant						
	to a grade 4 topic or subject area.						
	Describe the overall structure (e.g., chronology,						
	comparison, cause/effect, problem/solution) of						
RI.4.5	events, ideas, concepts, or information in a text or						
	part of a text.						
	Compare and contrast a firsthand and second hand	<u> </u>	1	1			
RI.4.6	account of the same event or topic; describe the						
1	differences in focus and the information provided.						
	Integration of Knowledge and Ideas						
	Interpret information presented visually, orally, or						
	quantitatively (e.g., in charts, graphs, diagrams, time						
RI.4.7	lines, animations, or interactive elements on Web						
[] [N.4.7	pages) and explain how the information contributes			1			
				1			
	to an understanding of the text in which it appears.						

		<u> </u>	_	ı		 1	 1	
	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.						
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.						
		Range of Reading and Level of Text Complexity						
	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
++++								
\square		READING STANDARDS: FOUNDATIONAL SKILLS						
		Phonics and Word Recognition						
	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.						
	RF.4.3a	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.						
		Fluency						
	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.						
	RF.4.4a	Read grade-level text with purpose and understanding.						
	RF.4.4b	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
	RF.4.4c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						
		WRITING STANDARDS						
		Text Types and Purposes						
	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.						

a. Introduce a topic or text clearly, state an opinion,		
W.4.1a and create an organizational structure in which		
purpose.		
W.4.1b b. Provide reasons that are supported by facts and		
U I DE CONTROL DE CONT		
W.4.1c c. Link opinion and reasons using words and		
pnrases (e.g., for instance, in order to, in addition).		
W.4.1d d. Provide a concluding statement or section related		
to the opinion presented.		
W.4.2 Write informative/explanatory texts to examine a		
topic and convey ideas and information clearly.		
a. Introduce a topic clearly and group related		
W.4.2a information in paragraphs and sections; include		
multimedia when useful to aiding comprehension.		
b. Develop the topic with facts, definitions, concrete		
W.4.2b details, quotations, or other information and		
examples related to the topic.		
c. Link ideas within categories of information using		
W.4.2c words and phrases (e.g., another, for example, also,		
W.4.2d d. Use precise language and domain-specific		
W.4.2e e. Provide a concluding statement or section related		
to the information or explanation presented.		
3. Write narratives to develop real or imagined		
W.4.3 experiences or events using effective technique,		
descriptive details, and clear event sequences.		
a. Orient the reader by establishing a situation and		
W.4.3a introducing a narrator and/or characters; organize an		
event sequence that unfolds naturally.		
b. Use dialogue and description to develop		
W.4.3b experiences and events or show the responses of		
characters to situations.		
W.4.3c c. Use a variety of transitional words and phrases to		
W.4.3d d. Use concrete words and phrases and sensory		
details to convey experiences and events precisely.		
W.4.3e e. Provide a conclusion that follows from the		
narrated experiences or events.		

		Production and Distribution of Writing						
+++		Produce clear and coherent writing in which the				+	+	
		development and organization are appropriate to						
	W.4.4	task, purpose, and audience. (Grade-specific						
		expectations for writing types are defined in						
		standards 1–3 above.)						
		With guidance and support from peers and adults,						
		develop and strengthen writing as needed by						
	W.4.5	planning, revising, and editing. (Editing for						
		conventions should demonstrate command of						
		Language standards 1–3 up to and including grade						
		4.) T. Use and understand the function of the following				_	<u> </u>	
	W.4.5T	parts of speech in the context of reading, writing, and						
	11.1.01	speaking:						
	W.4.5Ti	Ti. Verbs (irregular verbs)						
	W.4.5Tii	Tii. Nouns (singular/plural, common/proper)						
	W.4.5Tiii	Tiii. Adjectives (e.g. descriptive and their comparative						
	VV.4.51III	and superlative forms)						
	W.4.5Tiv	Tiv. Adverbs (e.g. frequency: usually, sometimes;						
	111111111	intensity: almost, a lot)					<u> </u>	
	W.4.5Tv	Tv. Prepositions and propositional phrases to convey location, time, direction, or to provide details						
	M 4 5Tvi	Tvi. Reflexive pronouns (e.g., myself, ourselves)					1	
		Tvii Corrolativa conjunctions (o.g. cither/or					1	
	W.4.5Tvii	neither,nor)						
		Tviii Time order transition words and transitions that						
	W.4.5Tvii	indicate a conclusion						
	W.4.5T1	T1. Use the complete subject and complete						
	VV.4.511	predicate in a sentence						
	W.4.5T2	T2. Use complete simple and compound sentences						
	11111012	with correct subject-verb agreement					<u> </u>	
		With some guidance and support from adults, use						
		technology, including the Internet, to produce and						
	W.4.6	publish writing as well as to interact and collaborate with others; demonstrate sufficient command of						
		keyboarding skills to type a minimum of one page in						
		a single sitting.						
		Research to Build and Present Knowledge						

		Conduct short research projects that build							
	W.4.7	knowledge through investigation of different aspects							
		of a topic.							
		Recall relevant information from experiences or							
	W.4.8	gather relevant information from print and digital							
		sources; take notes and categorize information, and							
\square		provide a list of sources.							
	W.4.9	Draw evidence from literary or informational texts to							
HH		support analysis, reflection, and research.			-				
		a. Apply <i>grade 4 Reading standards</i> to literature							
	W.4.9a	(e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details							
		in the text [e.g., a character's thoughts, words, or							
		actions].").							
		b. Apply <i>grade 4 Reading standards</i> to informational							
	W.4.9b	texts (e.g., "Explain how an author uses reasons and							
		evidence to support particular points in a text").							
		Range of Writing							
		Write routinely over extended time frames (time for							
	W.4.10	research, reflection, and revision) and shorter time							
		frames (a single sitting or a day or two) for a range							
HH		of discipline-specific tasks, purposes, and audiences.		+					
					+				
HH		SPEAKING AND LISTENING			-		+		
\square		Comprehension and Collaboration							
		Engage effectively in a range of collaborative							
	SL.4.1	discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> ,							
		building on others' ideas and expressing their own							
		clearly.							
		a. Come to discussions prepared, having read or							
	SL.4.1a	studied required material; explicitly draw on that							
		preparation and other information known about the							
		topic to explore ideas under discussion.							
$ \ \ \ $	SL.4.1b	b. Follow agreed-upon rules for discussions and							
HH		carry out assigned roles.			1		1		
$ \ \ \ $		c. Pose and respond to specific questions to clarify							
	SL.4.1c	or follow up on information, and make comments that contribute to the discussion and link to the							
$ \ \ \ $		remarks of others.							
ЩЩ		TETHOLIVA OF OUTELS.			<u> </u>	Į		ļ	

		d Deview the key ideas expressed and explain their						
		d. Review the key ideas expressed and explain their						
	SL.4.1d	own ideas and understanding in light of the						
\square		discussion.					-	
		Paraphrase portions of a text read aloud or						
	SL.4.2	information presented in diverse media and formats,						
		including visually, quantitatively, and orally.						
	SL.4.3	Identify the reasons and evidence a speaker						
	OL.4.5	provides to support particular points.						
		Presentation of Knowledge and Ideas						
		Report on a topic or text, tell a story, or recount an						
		experience in an organized manner, using						
	SL.4.4	appropriate facts and relevant, descriptive details to						
		support main ideas or themes; speak clearly at an						
		understandable pace.						
ПП		Add audio recordings and visual displays to					İ	
	SL.4.5	presentations when appropriate to enhance the						
		development of main ideas or themes.						
		Differentiate between contexts that call for formal						
		English (e.g., presenting ideas) and situations where						
		informal discourse is appropriate (e.g., small-group						
	SL.4.6	discussion); use formal English when appropriate to						
		task and situation. (See grade 4 Language						
		standards 1 for specific expectations.)						
		otalidad of the opening experience,						
HH		LANGUAGE					+	
+++					-			
		Conventions of Standard English				-	1	
		Demonstrate command of the conventions of						
	L.4.1	standard English grammar and usage when writing						
		or speaking.						
	L.4.1a	a. Use relative pronouns (who, whose, whom, which,						
	2	that) and relative adverbs (where, when, why).						
$ \cdot \cdot $	L.4.1b	b. Form and use the progressive (e.g., I was walking;						
ШШ	L.T. 10	I am walking; I will be walking) verb tenses.						
	L.4.1c	c. Use modal auxiliaries (e.g., can, may, must) to						
	L.4.10	convey various conditions.						
		d. Order adjectives within sentences according to						
	L.4.1d	conventional patterns (e.g., a small red bag rather						
$ \cdot \cdot $		than a red small bag).						
ПП	L.4.1e	e. Form and use prepositional phrases.						
-		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				-	-	

		f. Produce complete sentences, recognizing and		1			
	L.4.1f	correcting inappropriate fragments and run-ons.*					
HH	1.445	g. Correctly use frequently confused words (e.g., to,					
	L.4.1g	too, two; there, their).*					
	L.4.1SA	SA. Correctly and consistently use cursive					
	L.4.10/1	handwriting in written work.					
	1 1 2	Demonstrate command of the conventions of					
	L.4.2	standard English capitalization, punctuation, and spelling when writing.					
	L.4.2a	a. Use correct capitalization.					
		Ti. Historical events and documents					
		Tii. Titles of books, stories, and essays					
	L.4.2a1iii	Tiii. Languages, races, and nationalities					
	L.4.2b	b. Use commas and quotation marks to mark direct					
		speech and quotations from a text. c. Use a comma before a coordinating conjunction in					
	L.4.2c	a compound sentence.					
		d. Spell grade-appropriate words correctly,					
	L.4.2d	consulting references as needed.					
		Knowledge of Language					
		3. Use knowledge of language and its conventions					
	L.4.3	when writing, speaking, reading, or listening.					
	1.40	a. Choose words and phrases to convey ideas					
	L.4.3a	precisely.*					
	L.4.3b	b. Choose punctuation for effect.*					
		c. Differentiate between contexts that call for formal					
	L.4.3c	English (e.g., presenting ideas) and situations where					
	L.4.50	informal discourse is appropriate (e.g., small-group					
		discussion).					
HH		Vocabulary Acquisition and Use					
		Determine or clarify the meaning of unknown and					
	L.4.4	multiple-meaning words and phrases based on					
		grade 4 reading and content, choosing flexibly from a range of strategies.					
		a. Use context (e.g., definitions, examples, or					
	L.4.4a	restatements in text) as a clue to the meaning of a					
		word or phrase.					

L.4.4b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).					
L.4.4c	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
L.4.5a	a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.					
L.4.5b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.					
L.4.5c	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).					

Qı	uart	er					Common	Core In:	structional	Shifts		
1 2	2 3	4		Concepts and Skills	Literary Text	Information al Text			Text Depende nt Question		Writing Element	Speaking Element
				READING STANDARDS FOR LITERATURE								
				Key Ideas and Details								
			RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.								
			RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.								
			RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).								
				Craft and Structure								
			RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.								
			RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.								
			RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.								
Щ	Ш			Integration of Knowledge and Ideas								
			RL.5.7	Analyze 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).								
			RL.5.8	(Not applicable to literature)								
			RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.								
	Ш			Range of Reading and Level of Text Complexity]					

RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.					
	READING STANDARDS FOR INFORMATIONAL TEXT	T				
	Key Ideas and Details					
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.					
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.					
	Craft and Structure					
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .					
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.					
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					
	Integration of Knowledge and Ideas					
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.					
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.					

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\square		Range of Reading and Level of Text Complexity								
		By the end of the year, read and comprehend informational texts, including history/social studies,								
	RI.5.10	science, and technical texts, at the high end of the								
	14.0.10	grades 4–5 text complexity band independently and								
		proficiently.								
		promoternary.								
		READING STANDARDS: FOUNDATIONAL SKILLS								
HH					+					
\square		Phonics and Word Recognition								
	RF.5.3	3. Know and apply grade-level phonics and word analysis skills in decoding words.								
		a. Use combined knowledge of all letter-sound			+	-				
		correspondences, syllabication patterns, and								
	RF.5.3a	morphology (e.g., roots and affixes) to read								
	1 1 10.00	accurately unfamiliar multisyllabic words in context								
		and out of context.								
		Fluency								
	55.4	Read with sufficient accuracy and fluency to support								
	RF.5.4	comprehension.								
	RF.5.4a	a. Read grade-level text with purpose and								
	INF.5.4a	understanding.								
		b. Read grade-level prose and poetry orally with								
	RF.5.4b	accuracy, appropriate rate, and expression on								
\square		successive readings.								
	RF.5.4c	c. Use context to confirm or self-correct word								
	KF.5.40	recognition and understanding, rereading as								
		necessary.			1					
+++					1	-				
		WRITING STANDARDS								
		Text Types and Purposes				1				
	W.5.1	Write opinion pieces on topics or texts, supporting a								
	VV.O. 1	point of view with reasons and information.								
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	a. Introduce a topic or text clearly, state an opinion,								
	W.5.1a	and create an organizational structure in which ideas								
ШШ		are logically grouped to support the writer's purpose.							L	

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	W.5.1b	b. Provide logically ordered reasons that are					
	11.01.12	supported by facts and details.					
	W.5.1c	c. Link opinion and reasons using words, phrases,					
	11.01.10	and clauses (e.g., consequently, specifically).					
	W.5.1d	d. Provide a concluding statement or section related					
	11.0114	to the opinion presented.					
	W.5.2	Write informative/explanatory texts to examine a					
		topic and convey ideas and information clearly.					
		a. Introduce a topic clearly, provide a general					
		observation and focus, and group related information					
	W.5.2a	logically; include formatting (e.g., headings),					
		illustrations, and multimedia when useful to aiding					
		comprehension.				ļ	
) A/5 Ob	b. Develop the topic with facts, definitions, concrete					
	W.5.2b	details, quotations, or other information and					
		examples related to the topic.			 +		
	W/5 0-	c. Link ideas within and across categories of					
	W.5.2c	information using words, phrases, and clauses (e.g.,					
+++		in contrast, especially). d. Use precise language and domain-specific					
	W.5.2d	vocabulary to inform about or explain the topic.					
+++		e. Provide a concluding statement or section related			+		
	W.5.2e	to the information or explanation presented.					
		Write narratives to develop real or imagined			1		
	W.5.3	experiences or events using effective technique,					
	111.0.0	descriptive details, and clear event sequences.					
		a. Orient the reader by establishing a situation and			+		
	W.5.3a	introducing a narrator and/or characters; organize an					
		event sequence that unfolds naturally.					
		b. Use narrative techniques, such as dialogue,					
	W/ 5 015	description, and pacing, to develop experiences and					
	W.5.3b	events or show the responses of characters to					
		situations.					
	W.5.3c	c. Use a variety of transitional words, phrases, and					
	VV.5.3C	clauses to manage the sequence of events.					
	W.5.3d	d. Use concrete words and phrases and sensory					
	vv.5.3u	details to convey experiences and events precisely.					
	W.5.3e	e. Provide a conclusion that follows from the					
	V V. J. Je	narrated experiences or events.					
		Production and Distribution of Writing					

		<u> </u>		,	 1			,
		Produce clear and coherent writing in which the						
	l	development and organization are appropriate to						
1111	W.5.4	task, purpose, and audience. (Grade-specific						
1111		expectations for writing types are defined in						
		standards 1–3 above.)					ļ	
1111		With guidance and support from peers and adults,						
1111		develop and strengthen writing as needed by						
1111	W.5.5	planning, revising, editing, rewriting, or trying a new						
1111	111.0.0	approach. (Editing for conventions should						
1111		demonstrate command of Language standards 1–3						
		up to and including grade 5.)						
1111		T. Use and understand the function of the following						
1111	W.5.5T	parts of speech in the context of reading, writing, and						
		speaking:						
	W.5.5Ti	Ti. Verbs (irregular verbs and active voice)						
1111	W.5.5Tii	Tii. Collective nouns						
	W.5.5Tiii	Tiii. Adjectives (e.g. descriptive, including origins and						
	VV.5.51111	their comparative and superlative forms)						
	W.5.5Tiv	Tiv. Adverbs (e.g. frequency: usually, sometimes;						
	VV.J.J11V	intensity: almost, a lot)						
	W.5.5Tv	Tv. Prepositions and propositional phrases to convey						
	VV.O.51 V	location, time, direction, or to provide details						
	W.5.5Tvi	Tvi. Indefinite pronouns (e.g., all, both, nothing,						
	11.0.0111	anything)						
1111	W.5.5Tvii	Tvii. Subordinating conjunctions (e.g., while,						
		because, although, if)						
	W.5.5Tvii	Tviii. Transitional words (e.g., also, therefore)						
1111	W.5.5T1	T1. Use the complete subject and complete						
	VV.3.311	predicate in a sentence						
1111	W.5.5T2	T2. Use complete simple and compound sentences						
	VV.0.012	with correct subject-verb agreement						
1111		With some guidance and support from adults, use						
1111		technology, including the Internet, to produce and						
1111	W.5.6	publish writing as well as to interact and collaborate						
1111	111.0.0	with others; demonstrate sufficient command of						
1111		keyboarding skills to type a minimum of two pages in						
		a single sitting.					ļ	
		Research to Build and Present Knowledge						
		Conduct short research projects that use several						
	W.5.7	sources to build knowledge through investigation of						
		different aspects of a topic.						

	<u> </u>		1		1	 1	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital						
	notes and finished work, and provide a list of						
	sources.			-			
	Draw evidence from literary or informational texts to						
	support analysis, reflection, and research.						
	a. Apply grade 5 Reading standards to literature						
	(e.g., "Compare and contrast two or more						
	drawing on specific details in the text [e.g., how						
	characters interact]").						
	b. Apply <i>grade 5 Reading standards</i> to informational						
	texts (e.g., "Explain how an author uses reasons and						
	identifying which reasons and evidence support						
	which point[s]").						
	Range of Writing						
	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.						
	SPEAKING AND LISTENING						
	Comprehension and Collaboration						
	Engage effectively in a range of collaborative						
	discussions (one-on-one, in groups, and teacher led)						
	with diverse partners on <i>grade 5 topics and texts</i> ,						
	building on others' ideas and expressing their own						
	clearly.						
	a. Come to discussions prepared, having read or						
	studied required material; explicitly draw on that						
	preparation and other information known about the						
	topic to explore ideas under discussion.			<u> </u>			
SL.5.	b. Follow agreed-upon rules for discussions and						
SL.5.	carry out assigned roles.						
	c. Pose and respond to specific questions by making						
	1c comments that contribute to the discussion and						
	elaborate on the remarks of others.						

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		d. Review the key ideas expressed and draw						
	SL.5.1d	conclusions in light of information and knowledge gained from the discussions.						
		Summarize a written text read aloud or information						
	SL.5.2	presented in diverse media and formats, including						
	02.0.2	visually, quantitatively, and orally.						
		Summarize the points a speaker makes and explain						
	SL.5.3	how each claim is supported by reasons and						
		evidence.						
		Presentation of Knowledge and Ideas						
		Report on a topic or text or present an opinion,						
		sequencing ideas logically and using appropriate						
	SL.5.4	facts and relevant, descriptive details to support						
		main ideas or themes; speak clearly at an understandable pace.						
		Include multimedia components (e.g., graphics,						
		sound) and visual displays in presentations when						
	SL.5.5	appropriate to enhance the development of main						
		ideas or themes.						
		Adapt speech to a variety of contexts and tasks,						
	SL.5.6	using formal English when appropriate to task and						
		situation. (See grade 5 Language standards 1 and 3						
		for specific expectations.)						
H								
		LANGUAGE						
		Conventions of Standard English						
1111		Demonstrate command of the conventions of						
	L.5.1	standard English grammar and usage when writing or speaking.						
		a. Explain the function of conjunctions, prepositions,						
	L.5.1a	and interjections in general and their function in						
		particular sentences.						
	L.5.1b	b. Form and use the perfect (e.g., I had walked; I						
		have walked; I will have walked) verb tenses. c. Use verb tense to convey various times,			1		-	
	L.5.1c	sequences, states, and conditions.						
		d. Recognize and correct inappropriate shifts in verb						
	L.5.1d	tense.*						
	L.5.1e	e. Use correlative conjunctions (e.g., either/or,						
	L.J. 16	neither/nor).						

		SA. Correctly and consistently use cursive		1	1	1		
	L.5.1SA	handwriting in written work.						
		Demonstrate command of the conventions of						
	L.5.2	standard English capitalization, punctuation, and						
		spelling when writing.						
	L.5.2a	a. Use punctuation to separate items in a series.*						
	L.5.2b	b. Use a comma to separate an introductory element						
	L.J.20	from the rest of the sentence.						
		c. Use a comma to set off the words yes and no						
	L.5.2c	(e.g., Yes, thank you), to set off a tag question from						
		the rest of the sentence (e.g., It's true, isn't it?), and						
	-	to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to						
	L.5.2d	indicate titles of works.						
	L.5.2e	e. Spell grade-appropriate words correctly,						
	L.0.20	consulting references as needed.						
		Knowledge of Language						
	L.5.3	Use knowledge of language and its conventions						
	2.0.0	when writing, speaking, reading, or listening.						
	L.5.3a	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						
		b. Compare and contrast the varieties of English						
	L.5.3b	(e.g., dialects, registers) used in stories, dramas, or						
	-	poems.						
		Vocabulary Acquisition and Use						
		Determine or clarify the meaning of unknown and						
	L.5.4	multiple-meaning words and phrases based on						
		grade 5 reading and content, choosing flexibly from						
 		a range of strategies. a. Use context (e.g., cause/effect relationships and						
	L.5.4a	comparisons in text) as a clue to the meaning of a						
	L.O14	word or phrase.						
		b. Use common, grade-appropriate Greek and Latin						
	L.5.4b	affixes and roots as clues to the meaning of a word						
		(e.g., photograph, photosynthesis).						
		c. Consult reference materials (e.g., dictionaries,						
	L.5.4c	glossaries, thesauruses), both print and digital, to						
	L.J.40	find the pronunciation and determine or clarify the						
		precise meaning of key words and phrases.					ļ	
	L.5.5	Demonstrate understanding of figurative language,						
		word relationships, and nuances in word meanings.						

L.5.5a	a. Interpret figurative language, including similes and metaphors, in context.					
L.5.5b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.					
L.5.5c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					
L.5.6	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).					

Qı	Quarter						Commoi	n Core In	structional	Shifts		
1 2	2 3	4		Concepts and Skills		Information al Text	Close Read Strategy	Tier II Vocab	Text Depende nt Question	Evidence Based	Writing Element	Speaking Element
				READING STANDARDS FOR LITERATURE								
				Key Ideas and Details								
			RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
			RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.								
			RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.								
				Craft and Structure								
			RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.								
			RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.								
			RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.								
				Integration of Knowledge and Ideas								
			RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.								
Ш	Ш		RL.6.8	(Not applicable to literature)								
			RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.								

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		Range of Reading and Level of Text Complexity							
		By the end of the year, read and comprehend							
	DI 640	literature, including stories, dramas, and poems, in							
	RL.6.10	the grades 6–8 text complexity band proficiently, with							
		scaffolding as needed at the high end of the range.							
		READING STANDARDS FOR INFORMATIONAL TEXT	r						
		Key Ideas and Details							
		Cite textual evidence to support analysis of what the							
	RI.6.1	text says explicitly as well as inferences drawn from							
		the text.							
		Determine a central idea of a text and how it is							
	RI.6.2	conveyed through particular details; provide a							
		summary of the text distinct from personal opinions							
+++		or judgments. Analyze in detail how a key individual, event, or idea							
	RI.6.3	is introduced, illustrated, and elaborated in a text							
	141.0.5	(e.g., through examples or anecdotes).							
	RI.6.3T	T. Use a procedural text to:							
+++		Ti. Follow mulit-tasked instructions to complete a							
	RI.6.3Ti	task, solve a problem, or perform procedures							
		Tii. Interpret factual, quantitative, or technical							
	RI.6.3Tii	information presented in maps, charts, illustrations,							
		graphs, timelines, tables, and diagrams.							
		Craft and Structure							
		Determine the meaning of words and phrases as							
	RI.6.4	they are used in a text, including figurative,							
$\sqcup \sqcup \sqcup$		connotative, and technical meanings.							
	DI C C	Analyze how a particular sentence, paragraph,							
	RI.6.5	chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.							
+++		Determine an author's point of view or purpose in a			+				
	RI.6.6	text and explain how it is conveyed in the text							
		toxt and explain now it is conveyed in the text							
+++		I do and the control of the control			+				
ШШ		Integration of Knowledge and Ideas				<u> </u>			

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1111		Integrate information presented in different media or						
	RI.6.7	formats (e.g., visually, quantitatively) as well as in						
	Ki.0.7	words to develop a coherent understanding of a						
		topic or issue.						
		Trace and evaluate the argument and specific claims						
	RI.6.8	in a text, distinguishing claims that are supported by						
		reasons and evidence from claims that are not.						
		Compare and contrast one author's presentation of						
	RI.6.9	events with that of another (e.g., a memoir written by						
		and a biography on the same person).						
		Range of Reading and Level of Text Complexity						
		By the end of the year, read and comprehend literary						
	DI 0 40	nonfiction in the grades 6–8 text complexity band						
	RI.6.10	proficiently, with scaffolding as needed at the high						
		end of the range.						
	RI.6.10T	T. Include expository, persuasive, and procedural						
	KI.6. 101	text						
		WRITING STANDARDS						
		Text Types and Purposes						
		Write arguments to support claims with clear reasons						
	W.6.1	and relevant evidence.						
		a. Introduce claim(s) and organize the reasons and						
	W.6.1a	evidence clearly.						
		b. Support claim(s) with clear reasons and relevant						
	W.6.1b	evidence, using credible sources and demonstrating						
		an understanding of the topic or text.						
	1440.4	c. Use words, phrases, and clauses to clarify the						
	W.6.1c	relationships among claim(s) and reasons.						
	W.6.1d	d. Establish and maintain a formal style.						
	1440.4	e. Provide a concluding statement or section that						
	W.6.1e	follows from the argument presented.						
		Write informative/explanatory texts to examine a						
	14400	topic and convey ideas, concepts, and information						
	W.6.2	through the selection, organization, and analysis of						
		relevant content.						

		a. Introduce a topic; organize ideas, concepts, and						
		information, using strategies such as definition,						
	W.6.2a	classification, comparison/contrast, and cause/effect;						
	VV.0.2a	include formatting (e.g., headings), graphics (e.g.,						
		charts, tables), and multimedia when useful to aiding						
		comprehension.						
		b. Develop the topic with relevant facts, definitions,						
	W.6.2b	concrete details, quotations, or other information and						
		examples.						
	W.6.2c	c. Use appropriate transitions to clarify the						
	VV.O.20	relationships among ideas and concepts.						
	W.6.2d	d. Use precise language and domain-specific						
		vocabulary to inform about or explain the topic.						
	W.6.2e	e. Establish and maintain a formal style.						
		f. Provide a concluding statement or section that						
	W.6.2f	follows from the information or explanation						
		presented.						
		Write narratives to develop real or imagined						
	W.6.3	experiences or events using effective technique,						
		relevant descriptive details, and well-structured event						
		sequences.						
		a. Engage and orient the reader by establishing a						
	W.6.3a	context and introducing a narrator and/or characters;						
		organize an event sequence that unfolds naturally						
		and logically. b. Use narrative techniques, such as dialogue,						
	W.6.3b	pacing, and description, to develop experiences,						
	VV.O.3D	events, and/or characters.						
		c. Use a variety of transition words, phrases, and		+	+	-		
	W.6.3c	clauses to convey sequence and signal shifts from						
	11.0.00	one time frame or setting to another.						
HH		d. Use precise words and phrases, relevant		1				
	W.6.3d	descriptive details, and sensory language to convey						
		experiences and events.						
	1440.0	e. Provide a conclusion that follows from the						
	W.6.3e	narrated experiences or events.						
		Production and Distribution of Writing						

	_	T=						
1111		Produce clear and coherent writing in which the						
1111		development, organization, and style are appropriate						
	W.6.4	to task, purpose, and audience. (Grade-specific						
		expectations for writing types are defined in						
		standards 1–3 above.)						
		With some guidance and support from peers and						
		adults, develop and strengthen writing as needed by						
	W.6.5	planning, revising, editing, rewriting, or trying a new						
	11.0.0	approach. (Editing for conventions should						
		demonstrate command of Language standards 1–3						
		up to and including grade 6 on page 53.)						
)A/O 5T	T. Use and understand the function of the following						
	W.6.5T	parts of speech in the context of reading, writing, and						
 		speaking:					1	
	W.6.5Ti	Ti. Verbs (irregular verbs and active and passive						
) A (O = T')	voice)			-		-	
	W.6.5Tii	Tii. Non-count nouns (e.g., rice, paper)						
		Tiii. Predicate adjectives (She is intelligent) and their						
	W.6.5Tiii	comparative and superlative forms (e.g., many,						
		more, most)						
	W.6.5Tiv	Tiv. Conjunctive adverbs (e.g. consequently,						
	***************************************	furthermore, indeed)						
	W.6.5Tv	Tv. Prepositions and propositional phrases to convey						
		location, time, direction, or to provide details						
	W.6.5Tvi	Tvi. Indefinite pronouns (e.g., all, both, nothing,						
		anything)						
	W.6.5Tvii	Tvii. Subordinating conjunctions (e.g., while,						
		because, although, if)						
		Tviii. Transitional words and phrases that						
	W.6.5Tviii	demonstrate an understanding of the function of the						
		transition related to the organization of the writing						
		(e.g., on the contrary, in addition to) T1. Differentiate between the active and passive		_				
	W.6.5T1							
		voice and know how to use them both T2. Use complete simple and compound sentences						
	W.6.5T2	with correct subject-verb agreement						
 		Use technology, including the Internet, to produce		1	-			
		and publish writing as well as to interact and						
	W.6.6	collaborate with others; demonstrate sufficient						
	VV.O.0	command of keyboarding skills to type a minimum of						
		three pages in a single sitting.						
		Turree pages in a single sitting.		<u> </u>	Į	ļ		

		Research to Build and Present Knowledge					
 		Conduct short research projects to answer a					
	W.6.7	question, drawing on several sources and refocusing					
	11.0	the inquiry when appropriate.					
		Gather relevant information from multiple print and					
		digital sources; assess the credibility of each source;					
	W.6.8	and quote or paraphrase the data and conclusions of					
		others while avoiding plagiarism and providing basic					
		bibliographic information for sources.					
	W.6.9	Draw evidence from literary or informational texts to					
$H \rightarrow H$	11.0.0	support analysis, reflection, and research.					
		a. Apply <i>grade 6 Reading standards</i> to literature					
1111	W.6.9a	(e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels					
1111	VV.0.9a	and fantasy stories] in terms of their approaches to					
1111		similar themes and topics").					
		b. Apply <i>grade 6 Reading standards</i> to literary					
		nonfiction (e.g., "Trace and evaluate the argument					
	W.6.9b	and specific claims in a text, distinguishing claims					
1111		that are supported by reasons and evidence from					
\square		claims that are not").					
		Range of Writing					
1111		Write routinely over extended time frames (time for					
	W.6.10	research, reflection, and revision) and shorter time					
1111		frames (a single sitting or a day or two) for a range					
 		of discipline-specific tasks, purposes, and audiences.					
H	_	SPEAKING AND LISTENING					
		Comprehension and Collaboration					
1111		Engage effectively in a range of collaborative					
	01.04	discussions (one-on-one, in groups, and teacher led)					
	SL.6.1	with diverse partners on <i>grade 6 topics, texts, and</i>					
1111		issues, building on others' ideas and expressing their own clearly.					
		a. Come to discussions prepared, having read or					
		studied required material; explicitly draw on that					
1111	SL.6.1a	preparation by referring to evidence on the topic,					
1111		text, or issue to probe and reflect on ideas under					
		discussion.					
		b. Follow rules for collegial discussions, set specific					
	SL.6.1b	goals and deadlines, and define individual roles as					
		needed.					

		c. Pose and respond to specific questions with elaboration and detail by making comments that					
	SL.6.1c	contribute to the topic, text, or issue under					
		discussion.					
		d. Review the key ideas expressed and demonstrate					
	SL.6.1d	understanding of multiple perspectives through					
		reflection and paraphrasing. SA. Correctly and consistently use cursive		_			
	L.6.1SA	handwriting in written work.					
		Interpret information presented in diverse media and					
	SL.6.2	formats (e.g., visually, quantitatively, orally) and					
	OL.0.2	explain how it contributes to a topic, text, or issue					
++++		under study. Delineate a speaker's argument and specific claims,					
	SL.6.3	distinguishing claims that are supported by reasons					
	02.0.0	and evidence from claims that are not.					
		Presentation of Knowledge and Ideas					
		Present claims and findings, sequencing ideas					
	01.04	logically and using pertinent descriptions, facts, and					
	SL.6.4	details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear					
		pronunciation.					
		Include multimedia components (e.g., graphics,					
	SL.6.5	images, music, sound) and visual displays in					
		presentations to clarify information.					
		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when					
	SL.6.6	indicated or appropriate. (See grade 6 Language					
		standards 1 and 3 for specific expectations.)					
		LANGUAGE					
		Conventions of Standard English					
		Demonstrate command of the conventions of					
	L.6.1	standard English grammar and usage when writing					
		or speaking. a. Ensure that pronouns are in the proper case					
	L.6.1a	(subjective, objective, possessive).					
	L.6.1b	b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).					
	L.6.1c	c. Recognize and correct inappropriate shifts in					
	L.O. 10	pronoun number and person.*					

ПП		d. Recognize and correct vague pronouns (i.e., ones			Ī	Ī	Ī	
	L.6.1d	with unclear or ambiguous antecedents).*						
		e. Recognize variations from standard English in						
		their own and others' writing and speaking, and						
	L.6.1e	identify and use strategies to improve expression in						
		conventional language.*						
		Demonstrate command of the conventions of						
	L.6.2	standard English capitalization, punctuation, and						
		spelling when writing.						
	L.6.2a	a. Use punctuation (commas, parentheses, dashes)						
		to set off nonrestrictive/parenthetical elements.*						
	L.6.2b	b. Spell correctly.						
		Knowledge of Language						
	L.6.3	Use knowledge of language and its conventions						
	L.0.3	when writing, speaking, reading, or listening.						
	L.6.3a	a. Vary sentence patterns for meaning, reader/						
		listener interest, and style.*						
	L.6.3b	b. Maintain consistency in style and tone.*						
		Vocabulary Acquisition and Use						
		Determine or clarify the meaning of unknown and						
	L.6.4	multiple-meaning words and phrases based on						
	L.0.4	grade 6 reading and content, choosing flexibly from						
		a range of strategies.						
		a. Use context (e.g., the overall meaning of a						
	L.6.4a	sentence or paragraph; a word's position or function						
		in a sentence) as a clue to the meaning of a word or						
+++		phrase.						
		b. Use common, grade-appropriate Greek or Latin						
	L.6.4b	affixes and roots as clues to the meaning of a word						
		(e.g., audience, auditory, audible).						
		c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to						
	L.6.4c	find the pronunciation of a word or determine or						
		clarify its precise meaning or its part of speech.						
+++		d. Verify the preliminary determination of the						
	L.6.4d	meaning of a word or phrase (e.g., by checking the						
	1 L.J.¬u	inferred meaning in context or in a dictionary).						
		Demonstrate understanding of figurative language,						
	L.6.5	word relationships, and nuances in word meanings.						
		a. Interpret figures of speech (e.g., personification) in						
	L.6.5a	context.						
							•	

	L.6.5b	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.					
	L.6.5c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).					
	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.					

Qı	ıart	er					Commo	n Core Ir	structional	Shifts		
1 2	2 3	4		Concepts and Skills	Literary Text	Information al Text	Close Read Strategy	Tier II Vocab	Text Depende nt Question	Evidence Based	Writing Element	Speaking Element
				READING STANDARDS FOR LITERATURE								
				Key Ideas and Details								
			RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
			RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.								
			RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).								
				Craft and Structure								
			RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.								
			RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.								
			RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.								
Ш				Integration of Knowledge and Ideas								
			RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).								
			RL.7.8	(Not applicable to literature)								
			RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.								
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			_						
		Range of Reading and Level of Text Complexity							
		By the end of the year, read and comprehend							
	RL.7.10	literature, including stories, dramas, and poems, in							
		the grades 6–8 text complexity band proficiently, with							
		scaffolding as needed at the high end of the range.							
		READING STANDARDS FOR INFORMATIONAL TEXT	7						
		Key Ideas and Details							
		Cite several pieces of textual evidence to support							
	RI.7.1	analysis of what the text says explicitly as well as							
		inferences drawn from the text.							
		Determine two or more central ideas in a text and							
	RI.7.2	analyze their development over the course of the							
		text; provide an objective summary of the text.							
		Analyze the interactions between individuals, events,							
	RI.7.3	and ideas in a text (e.g., how ideas influence							
		individuals or events, or how individuals influence ideas or events).							
H		,			1				
+++		Craft and Structure Determine the meaning of words and phrases as							
		they are used in a text, including figurative,							
	RI.7.4	connotative, and technical meanings; analyze the							
		impact of a specific word choice on meaning and							
		tone.							
		Analyze the structure an author uses to organize a							
	RI.7.5	text, including how the major sections contribute to							
		the whole and to the development of the ideas.							
		Determine an author's point of view or purpose in a							
	RI.7.6	text and analyze how the author distinguishes his or							
++		her position from that of others.			1				
\square		Integration of Knowledge and Ideas							
		Compare and contrast a text to an audio, video, or							
	RI.7.7	multimedia version of the text, analyzing each							
		medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).							
Ш		ruelivery of a speech affects the impact of the words).			<u> </u>	Į	<u> </u>	ļ	

		_			 	
RI.7.6	the claims.					
RI.7.8	persuasive texts.					
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.					
RI.7.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
RI.7.	T. Include expository, persuasive, and procedural text					
	WRITING STANDARDS					
	Text Types and Purposes					
	Write arguments to support claims with clear reasons and relevant evidence.					
W.7.	evidence logically.					
W.7.	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.					
W.7.	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.					
W.7.1						
W.7.1	e. Provide a concluding statement or section that follows from and supports the argument presented.					
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

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W.7.2	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				
W.7.2	b. Develop the topic with relevant facts, definitions,				
W.7.2	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.7.2	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.7.2	2e e. Establish and maintain a formal style.				
W.7.2	explanation presented.				
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.7.3	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				
W.7.3	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				
W.7.3	one time frame or setting to another.				
W.7.3	the action and convey experiences and events.				
W.7.3	e Provide a conclusion that follows from and reflects				
W.7.3					
W.7.3	·				
W.7.3	Tii Figurative language (e.g. percentification idioms				

	I			ı	1	ı	1
W.7.3Tiii	Tiii. Graphic elements (e.g., word position)						
	Production and Distribution of Writing						
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)						
W.7.5T	T. Identify, use and understand the function of the following parts of speech in the context of reading, writing, and speaking:						
W.7.5Ti	Ti. Verbs (perfect and progressive tenses)						
W.7.5Tii	Tii. Appositive phrases						
W.7.5Tiii	Tiii. Adverbial and adjectival phrases and clauses						
W.7.5Tiv	Tiv. Conjunctive adverbs (e.g. consequently, furthermore, indeed)						
W.7.5Tv	Tv. Prepositions and propositional phrases and their influence on subject-verb agreement						
W.7.5Tvi	Tvi. Relative pronouns (e.g., whose, that, which)						
W.7.5Tvii	Tvii. Subordinating conjunctions (e.g., because, since)						
W.7.5Tvii	Tviii. Transitions for sentence to sentence or paragraph to paragraph coherence						
W.7.5T1	T1. Write complex sentences and differentiate between main versus subordinate clauses						
W.7.5T2	T2. Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses						
	Comprehension and Collaboration						

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly.					
SL.7.1a	topic, text, or issue to probe and reflect on ideas under discussion.					
SL.7.11	define individual roles as needed.					
SL.7.10	back on topic as needed.					
SL.7.10	d. Acknowledge new information expressed by others and, when warranted, modify their own views.					
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.					
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.					
	Presentation of Knowledge and Ideas					
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)					
	LANGUAGE					

		Conventions of Standard English					
		Demonstrate command of the conventions of					
	L.7.1	standard English grammar and usage when writing					
		or speaking.					
	L.7.1a	a. Explain the function of phrases and clauses in					
	L.7.1a	general and their function in specific sentences.					
		b. Choose among simple, compound, complex, and					
	L.7.1b	compound-complex sentences to signal differing					
\square		relationships among ideas.					
	L.7.1c	c. Place phrases and clauses within a sentence,					
	L.7.10	recognizing and correcting misplaced and dangling modifiers.*					
	L.7.1SA	SA. Correctly and consistently use cursive					
+++		handwriting in written work. Demonstrate command of the conventions of					
	L.7.2	standard English capitalization, punctuation, and					
	L.7.2	spelling when writing.					
+++		a. Use a comma to separate coordinate adjectives					
	L.7.2a	(e.g., It was a fascinating, enjoyable movie but not					
		He wore an old[,] green shirt).					
	L.7.2b	b. Spell correctly.					
		Knowledge of Language					
	L.7.3	Use knowledge of language and its conventions					
	L.7.3	when writing, speaking, reading, or listening.					
		a. Choose language that expresses ideas precisely					
	L.7.3a	and concisely, recognizing and eliminating wordiness					
		and redundancy.*					
\coprod		Vocabulary Acquisition and Use					
		Determine or clarify the meaning of unknown and					
	L.7.4	multiple-meaning words and phrases based on					
		grade 7 reading and content, choosing flexibly from					
	_	a range of strategies. a. Use context (e.g., the overall meaning of a					
		sentence or paragraph; a word's position or function					
	L.7.4a	in a sentence) as a clue to the meaning of a word or					
		phrase.					
HH		b. Use common, grade-appropriate Greek or Latin					
	L.7.4b	affixes and roots as clues to the meaning of a word					
		(e.g., belligerent, bellicose, rebel).			 		

L.7.4c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.					
L.7.4d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).					
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
L.7.5a	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.					
L.7.5b	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.					
L.7.5c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).					
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.					

Qua	arte	er					Comm	on Core I	nstructional	Shifts		
1 2	3	4		Concepts and Skills	Literary Text	Information al Text	Close	Tier II Vocab	Text Dependent Questions	Evidence	Writing Element	Speaking Element
				READING STANDARDS FOR LITERATURE								
				Key Ideas and Details								
			RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.								
			RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.								
			RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.								
				Craft and Structure								
		ı	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.								
			RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.								
			RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.								
		ı	RL.8.7	Integration of Knowledge and Ideas Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices								
HH	\dashv		RL.8.8	made by the director or actors. (Not applicable to literature)								
			RL.8.8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.								
				Range of Reading and Level of Text Complexity								

RL.8.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	
	READING STANDARDS FOR INFORMATIONAL TEXT	
	Key Ideas and Details	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.8.2	summary of the text.	
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
	Craft and Structure	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
	Integration of Knowledge and Ideas	
RI.8.7	multimedia) to present a particular topic or idea.	
RI.8.8	recognize when irrelevant evidence is introduced.	
RI.8.8	T. Identify such rhetorical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	

		Analyze a case in which two or more texts provide					
	RI.8.9	conflicting information on the same topic and identify where the texts disagree on matters of fact or					
		interpretation.					
		Range of Reading and Level of Text Complexity					
		By the end of the year, read and comprehend literary					
	RI.8.10	nonfiction at the high end of the grades 6–8 text					
++++		complexity band independently and proficiently.					
	RI.8.10T	T. Include expository, persuasive, and procedural text					
		WRITING STANDARDS					
		Text Types and Purposes					
	W.8.1	Write arguments to support claims with clear reasons and relevant evidence.					
		a. Introduce claim(s), acknowledge and distinguish					
	W.8.1a	the claim(s) from alternate or opposing claims, and					
		organize the reasons and evidence logically.					
		b. Support claim(s) with logical reasoning and					
	W.8.1b	relevant evidence, using accurate, credible sources					
		and demonstrating an understanding of the topic or text.					
		c. Use words, phrases, and clauses to create					
	W.8.1c	cohesion and clarify the relationships among					
		claim(s), counterclaims, reasons, and evidence.					
	W.8.1d	d. Establish and maintain a formal style.					
	W.8.1e	e. Provide a concluding statement or section that					
	VV.O. 16	follows from and supports the argument presented.					
		Write informative/explanatory texts to examine a					
	W.8.2	topic and convey ideas, concepts, and information					
		through the selection, organization, and analysis of					
		relevant content. a. Introduce a topic clearly, previewing what is to					
		follow; organize ideas, concepts, and information into					
	W.8.2a	broader categories; include formatting (e.g.,					
	1	headings), graphics (e.g., charts, tables), and					
		multimedia when useful to aiding comprehension.					
		b. Develop the topic with relevant, well-chosen facts,					
	W.8.2b	definitions, concrete details, quotations, or other					
		information and examples.					

		In the appropriate and only it to a 190 on the con-	-	1		 	- 1
$\sqcup \sqcup \sqcup \sqcup$	1440.0	c. Use appropriate and varied transitions to create					
11111	W.8.2c	cohesion and clarify the relationships among ideas					
HHH		and concepts.	-				
11111	W.8.2d	d. Use precise language and domain-specific					
++++	1440.0	vocabulary to inform about or explain the topic.		-			
\square	W.8.2e	e. Establish and maintain a formal style.					
11111		f. Provide a concluding statement or section that					
11111	W.8.2f	follows from and supports the information or					
\square		explanation presented.					
11111		Write narratives to develop real or imagined					
11111	W.8.3	experiences or events using effective technique,					
11111		relevant descriptive details, and well-structured event					
HHH		sequences.					
11111		a. Engage and orient the reader by establishing a					
11111	W.8.3a	context and point of view and introducing a narrator and/or characters; organize an event sequence that					
11111		unfolds naturally and logically.					
 		b. Use narrative techniques, such as dialogue,	+	 			
11111	W.8.3b	pacing, description, and reflection, to develop					
11111	VV.O.3D	experiences, events, and/or characters.					
		c. Use a variety of transition words, phrases, and					
11111		clauses to convey sequence, signal shifts from one					
11111	W.8.3c	time frame or setting to another, and show the					
11111		relationships among experiences and events.					
		d. Use precise words and phrases, relevant					
11111	W.8.3d	descriptive details, and sensory language to capture					
11111		the action and convey experiences and events.					
	W 0 0 -	e. Provide a conclusion that follows from and reflects					
11111	W.8.3e	on the narrated experiences or events.					
	W.8.3T	T. Write a poem using:					
	W.8.3Ti	Ti. Poetic techniques (e.g., rhyme scheme, meter)					
	W.8.3Tii	Tii. Figurative language (e.g., personification, idioms,					
		hyperbole)					
	W.8.3Tiii	Tiii. Graphic elements (e.g., word position)					
		Production and Distribution of Writing					
		Produce clear and coherent writing in which the					
$ \cdot \cdot \cdot $		development, organization, and style are appropriate					
	W.8.4	to task, purpose, and audience. (Grade-specific					
$ \cdot \cdot \cdot $		expectations for writing types are defined in					
		standards 1–3 above.)					

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		With some guidance and support from peers and adults, develop and strengthen writing as needed by						
		planning, revising, editing, rewriting, or trying a new						
		approach, focusing on how well purpose and						
$ \cdot \cdot \cdot $	W.8.5	audience have been addressed. (Editing for						
$ \cdot \cdot \cdot $		conventions should demonstrate command of						
$ \cdot \cdot \cdot $		Language standards 1–3 up to and including grade 8						
$ \cdot \cdot \cdot $		on page 53.)						
		T. Use and understand the function of the following						
$ \cdot \cdot \cdot $	W.8.5T	parts of speech in the context of reading, writing, and						
		speaking:						
	W.8.5Ti	Ti. Verbs (perfect and progressive tenses) and						
	VV.0.511	participles						
	W.8.5Tii	Tii. Appositive phrases						
	W.8.5Tiii	Tiii. Adverbial and adjectival phrases and clauses						
	W.8.5Tiv	Tiv. Relative pronouns (e.g., whose, that, which)						
	W.8.5Tv	Tv. Subordinating conjunctions (e.g., because,						
	VV.0.51V	since)						
	W.8.5T1	T1. Write complex sentences and differentiate						
\square	VV.0.511	between main versus subordinate clauses						
		T2. Use a variety of complete sentences (e.g.,						
	W.8.5T2	simple, compound, complex) that include properly						
	11.0.012	placed modifiers, correctly identified antecedents,						
		parallel structures, and consistent tenses						
$ \cdot \cdot \cdot $		Use technology, including the Internet, to produce						
$ \cdot \cdot \cdot $	W.8.6	and publish writing and present the relationships						
$ \cdot \cdot \cdot $		between information and ideas efficiently as well as						
++++		to interact and collaborate with others.						
\square		Research to Build and Present Knowledge						
		Conduct short research projects to answer a						
	1,4,0 7	question (including a self-generated question),						
$ \cdot \cdot \cdot $	W.8.7	drawing on several sources and generating						
$ \cdot \cdot \cdot $		additional related, focused questions that allow for						
		multiple avenues of exploration.						
		Gather relevant information from multiple print and						
$ \cdot \cdot \cdot $		digital sources, using search terms effectively;						
	W.8.8	assess the credibility and accuracy of each source;						
		and quote or paraphrase the data and conclusions of						
$ \cdot \cdot \cdot $		others while avoiding plagiarism and following a						
		standard format for citation.						

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	W.8.9	Draw evidence from literary or informational texts to						
HH		support analysis, reflection, and research.		1				
		a. Apply <i>grade 8 Reading standards</i> to literature						
		(e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types						
	W.8.9a	from myths, traditional stories, or religious works						
		such as the Bible, including describing how the						
		material is rendered new").						
		b. Apply <i>grade 8 Reading standards</i> to literary						
		nonfiction (e.g., "Delineate and evaluate the						
)A/O Ob	argument and specific claims in a text, assessing						
	W.8.9b	whether the reasoning is sound and the evidence is						
		relevant and sufficient; recognize when irrelevant						
		evidence is introduced").						
		Range of Writing						
	_	Write routinely over extended time frames (time for						
	W.8.10	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.						
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		SPEAKING AND LISTENING						
		Comprehension and Collaboration						
		Comprehension and Collaboration Engage effectively in a range of collaborative						
		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led)						
	SL.8.1	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and						
	SL.8.1	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their						
	SL.8.1	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.						
	SL.8.1	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or						
		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on						
	SL.8.1 SL.8.1a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the						
		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on						
		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and						
	SL.8.1a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific						
		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as						
	SL.8.1a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.						
	SL.8.1a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several						
	SL.8.1a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and						
	SL.8.1a SL.8.1b	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several						

		d. Acknowledge new information expressed by						
	SL.8.1d	others, and, when warranted, qualify or justify their						
		own views in light of the evidence presented.						
		Analyze the purpose of information presented in						
	SL.8.2	diverse media and formats (e.g., visually,						
	SL.0.2	quantitatively, orally) and evaluate the motives (e.g.,						
		social, commercial, political) behind its presentation.						
		Delineate a speaker's argument and specific claims,						
		evaluating the soundness of the reasoning and						
\perp	SL.8.3	relevance and sufficiency of the evidence and						
1111		identifying when irrelevant evidence is introduced.						
		Presentation of Knowledge and Ideas						
		Present claims and findings, emphasizing salient						
1111		points in a focused, coherent manner with relevant						
\perp	SL.8.4	evidence, sound valid reasoning, and well-chosen						
$ \cdot \cdot $	OL.U.4	details; use appropriate eye contact, adequate						
		volume, and clear pronunciation.						
		Integrate multimedia and visual displays into						
	SL.8.5	presentations to clarify information, strengthen						
\perp	JSL.0.3	claims and evidence, and add interest.						
+++		Adapt speech to a variety of contexts and tasks,						
		demonstrating command of formal English when						
	SL.8.6	indicated or appropriate. (See grade 8 Language						
		standards 1 and 3 for specific expectations.)						
		standards i and 5 for specific expectations.)						
+++								
\square		LANGUAGE						
		Conventions of Standard English						
		Demonstrate command of the conventions of						
\perp	L.8.1	standard English grammar and usage when writing						
1111		or speaking.						
		a. Explain the function of verbals (gerunds,						
\perp	L.8.1a	participles, infinitives) in general and their function in						
1111		particular sentences.						
	1 0 4 5	b. Form and use verbs in the active and passive						
	L.8.1b	voice.						
	1.045	c. Form and use verbs in the indicative, imperative,						
$ \cdot \cdot $	L.8.1c	interrogative, conditional, and subjunctive mood.			1			
	1 0 44	d. Recognize and correct inappropriate shifts in verb						
	L.8.1d	voice and mood.			1			
	1.0404	SA. Correctly and consistently use cursive						
$ \cdot \cdot $	L.8.1SA	handwriting in written work.						
		: -			•	•	•	

		Demonstrate command of the community of		_	1		1	1	
	L.8.2	Demonstrate command of the conventions of							
	L.0.2	standard English capitalization, punctuation, and spelling when writing.							
		a. Use punctuation (comma, ellipsis, dash) to							
	L.8.2a	indicate a pause or break.							
	L.8.2b	b. Use an ellipsis to indicate an omission.							
	L.8.2c	c. Spell correctly.							
		Knowledge of Language							
	1.00	Use knowledge of language and its conventions							
	L.8.3	when writing, speaking, reading, or listening.							
		a. Use verbs in the active and passive voice and in							
		the conditional and subjunctive mood to achieve							
	L.8.3a	particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state							
		contrary to fact).							
		Vocabulary Acquisition and Use							
		Determine or clarify the meaning of unknown and							
	L.8.4	multiple-meaning words or phrases based on <i>grade</i>							
	L.8.4	8 reading and content, choosing flexibly from a							
		range of strategies.							
		a. Use context (e.g., the overall meaning of a							
	L.8.4a	sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or							
		phrase.							
		b. Use common, grade-appropriate Greek or Latin							
	L.8.4b	affixes and roots as clues to the meaning of a word							
		(e.g., precede, recede, secede).							
		c. Consult general and specialized reference							
		materials (e.g., dictionaries, glossaries,							
	L.8.4c	thesauruses), both print and digital, to find the							
		pronunciation of a word or determine or clarify its precise meaning or its part of speech.							
		d. Verify the preliminary determination of the							
	L.8.4d	meaning of a word or phrase (e.g., by checking the							
		inferred meaning in context or in a dictionary).							
	L.8.5	Demonstrate understanding of figurative language,							
	L.J.J	word relationships, and nuances in word meanings.			1				
	L.8.5a	a. Interpret figures of speech (e.g. verbal irony,							
		puns) in context. b. Use the relationship between particular words to							
	L.8.5b	better understand each of the words.							
\Box		potte. andoretand each of the words.				1			

L.8.5c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).					
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.					