

| Common Core Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. | LESSON | | | | | | | |
|--|--------|---|---|---|---|---|---|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Test |
| Speaking and Listening: Comprehension and Collaboration | | | | | | | | |
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Explain their own ideas and understanding in light of the discussion. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Follow agreed-upon rules for discussions and carry out assigned roles. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Follow agreed-upon rules for discussions and carry out assigned roles. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

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| SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| <u>Speaking and Listening: Presentation of Knowledge and Ideas</u> | | | | | | | | |
| SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | ✓ | | | ✓ | | ✓ | ✓ | |
| SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | ✓ | | | ✓ | | ✓ | ✓ | |
| SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | ✓ | | | ✓ | | ✓ | ✓ | |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

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|---|---|---|---|---|---|---|---|------|
| <u>Reading Foundational Skills: Phonics and Word Recognition</u> | | | | | | | | |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify and know the meaning of the most common prefixes and derivational suffixes. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Decode words with common Latin suffixes. | | | | | | | | |
| Decode multisyllable words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read grade-appropriate irregularly spelled words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Reading: Foundational Skills: Fluency</u> | | | | | | | | |
| Teacher modeling | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Individual silent practice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Partner oral practice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Individual test (reading checkout) | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read grade-level text with purpose and understanding. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RF.4.4. Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read grade-level text with purpose and understanding. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RF.5.4. Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read grade-level text with purpose and understanding. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|--|---|---|---|---|---|---|---|------|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Language: Conventions of Standard English | | | | | | | | |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences | | | ✓ | | | | | |
| Use proper nouns | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Form and use regular and irregular plural nouns. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use abstract nouns | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Form and use regular and irregular verbs. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ensure subject-verb and pronoun-antecedent agreement. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use coordinating and subordinating conjunctions. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Produce simple, compound, and complex sentences. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). | | | | | | | | |
| Form and use prepositional phrases. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Use verb tense to convey various times, sequences, states, and conditions. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognize and correct inappropriate shifts in verb tense.* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). | | | | | | | | |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Capitalize appropriate words in titles. | ✓ | | | | | | | ✓ |
| Form and use possessives. | | | | | | | ✓ | ✓ |
| Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use correct capitalization. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use a comma before a coordinating conjunction in a compound sentence. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spell grade-appropriate words correctly, consulting references as needed. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use punctuation to separate items in a series.* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use underlining, quotation marks, or italics to indicate titles of works. | ✓ | | | | | | | ✓ |
| Spell grade-appropriate words correctly, consulting references as needed. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | | |
| <u>Language: Knowledge of Language</u> | | | | | | | | |
| L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Choose words and phrases for effect.* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognize and observe differences between the conventions of spoken and written standard English. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Choose words and phrases to convey ideas precisely.* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Choose punctuation for effect.* | | | | | | | ✓ | ✓ |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Test |
|--|---|---|---|---|---|---|---|------|
| Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Language: Vocabulary Acquisition and Use | | | | | | | | |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use sentence-level context as a clue to the meaning of a word or phrase. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>). | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Determine meaning of compound words using word parts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|--|---|---|---|---|---|---|---|------|
| 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.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| Recognize and explain the meaning of common idioms, adages, and proverbs. | ✓ | ✓ | ✓ | | ✓ | ✓ | | |
| Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interpret figurative language, including similes and metaphors, in context. | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| Recognize and explain the meaning of common idioms, adages, and proverbs. | ✓ | ✓ | ✓ | | ✓ | | | |
| Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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., <i>After dinner that night we went looking for them</i>). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.5.6. 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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|--|---|---|---|---|---|---|---|------|
| <u>Reading Literature: Key Ideas and Details</u> | | | | | | | | |
| 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.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.5.1. Quote accurately from 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.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.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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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). | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Reading Literature: Craft and Structure</u> | | | | | | | | |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.4.4. 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.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.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.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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | ✓ | | | | | | | |
| RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| <u>Reading Literature: Integration of Knowledge and Ideas</u> | | | | | | | | |
| 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). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| RL.4.7. 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.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). | | | | | | | | ✓ |
| RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | | | | | | ✓ |
| 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. | | | | | | | | ✓ |
| <u>Reading Literature: Range of Reading and Complexity of Text</u> | | | | | | | | |
| Read and comprehend complex literary and informational texts independently and proficiently. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Discriminate between fiction and non-fiction text | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.3.10. 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.4.10. 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Writing: Text Types and Purposes</u> | | | | | | | | |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Develop the topic with facts, definitions, and details. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. | ✓ | | | | | | ✓ | ✓ |
| Provide a concluding statement or section. | ✓ | | | | | | ✓ | ✓ |
| W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). | ✓ | | | | | | ✓ | ✓ |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Provide a concluding statement or section related to the information or explanation presented. | ✓ | | | | | | ✓ | ✓ |
| W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). | ✓ | | | | | | ✓ | ✓ |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Provide a concluding statement or section related to the information or explanation presented. | ✓ | | | | | | ✓ | ✓ |
| | | | | | | | | |
| <u>Writing: Production and Distribution of Writing</u> | | | | | | | | |
| W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Test |
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| W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | ✓ | ✓ | | | ✓ | |
| W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | ✓ | ✓ | | | ✓ | |
| W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | | ✓ | ✓ | | | ✓ | |
| <u>Writing: Research to Build and Present Knowledge</u> | | | | | | | | |
| W.3.7. Conduct short research projects that build knowledge about a topic. | | ✓ | ✓ | ✓ | | | ✓ | |
| W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | ✓ | ✓ | ✓ | | | ✓ | |
| W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | ✓ | ✓ | ✓ | | | ✓ | |
| W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | ✓ | ✓ | ✓ | | | ✓ | |
| W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | ✓ | ✓ | ✓ | | | ✓ | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Test |
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| W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | ✓ | ✓ | ✓ | | | ✓ | |
| W.3.9. (Begins in grade 4) | | | | | | | | |
| W.4.9. Draw evidence from literary or informational texts to support analysis | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Apply grade 4 Reading standards to literature 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].”). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | | |
| Writing: Range of Writing | | | | | | | | |
| W.3.10. 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.4.10. 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.5.10. 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |