Reading For Success©: A Novel Study for *Julian, Secret Agent* by Ann Cameron. Common Core State Standards for Grades 3, 4, and 5.

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	1	2	3	4	5	6	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.	✓	✓	✓	✓	✓	✓	

	1	2	3	4	5	6	Test
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.	✓	✓	✓	✓	✓	✓	
Speaking and Listening: Presentation of Knowledge and Ideas							
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.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.	✓	✓	✓	✓	✓	✓	

	1	2	3	4	5	6	Test
Reading Foundational Skills: Phonics and Word Recognition							
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.	✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency							
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.	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	Test
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.	✓	✓	✓	✓	✓	✓	✓
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 (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	✓	✓	✓	✓	✓	✓	✓
Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	✓	✓	✓	✓	✓	✓	✓
Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	✓	✓	✓	✓	✓	✓	✓
Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	✓	✓	✓	✓	✓	✓	✓
Form and use prepositional phrases.		✓	✓	✓	✓	✓	✓
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓	✓	✓	✓	✓	✓	✓
Correctly use frequently confused words (e.g., *to, too, two; there, their*).	✓	✓	✓	✓	✓	✓	✓
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 had walked; I have walked; I will have walked*) verb tenses.	✓	✓	✓	✓	✓	✓	✓
Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in verb tense.	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	Test
Use correlative conjunctions (e.g., *either/or, neither/nor*).	✓	✓	✓	✓	✓	✓	✓
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓
Capitalize appropriate words in titles.	✓		✓			✓	
Use commas in addresses.				✓			✓
Form and use possessives.	✓	✓	✓	✓	✓	✓	✓
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	✓	✓	✓	✓	✓	✓	✓
Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) 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 a comma to separate an introductory element from the rest of the sentence.	✓	✓	✓	✓	✓	✓	✓
Use underlining, quotation marks, or italics to indicate titles of works.			✓			✓	
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓
Language: Knowledge of Language							
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	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., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	✓	✓	✓	✓	✓	✓	✓
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).			✓	✓	✓		
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		✓			✓		
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.	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	Test
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).		✓			✓		
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., *take steps*).	✓	✓	✓	✓	✓	✓	✓
Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	✓	✓	✓	✓	✓	✓	✓
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	✓	✓	✓	✓	✓	✓	✓
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., *as pretty as a picture*) in context.	✓						
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.	✓						
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., After dinner that night we went looking for them).	✓	✓	✓	✓	✓	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓
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., however, although, nevertheless, similarly, moreover, in addition).	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	Test
Reading Literature: 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.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.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.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).	✓	✓	✓	✓	✓	✓	✓
Reading Literature: 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.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.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.					✓	✓	✓

	1	2	3	4	5	6	Test
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	✓	✓	✓	✓	✓	✓	
Reading Literature: 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).	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	
Reading Literature: Range of Reading and Complexity of Text							
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓
Discriminate between fiction and nonfiction 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.	✓	✓	✓	✓	✓	✓	✓
Reading Informational Text: Key Ideas and Details							
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓					
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓					
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓					
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓					
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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.	✓	✓					

	1	2	3	4	5	6	Test
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✓	✓					
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓					
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.	✓	✓					
Reading Informational Text: Craft and Structure							
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	✓	✓					
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	✓	✓					
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	✓	✓					
Reading Informational Text: Integration of Knowledge and Ideas							
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓					
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	✓	✓					
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	✓	✓					
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.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.		✓					
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓					
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		✓					

	1	2	3	4	5	6	Test
Range of Reading and Level of Text Complexity							
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓					
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.	✓	✓					
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓					
Writing: Text Types and Purposes							
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	✓	✓					
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	✓	✓					
Provide reasons that support the opinion.	✓	✓					
Use linking words and phrases (e.g., *because*, *therefore*, *since*, *forexample*) to connect opinion and reasons.	✓	✓					
Provide a concluding statement or section.	✓	✓					
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓	✓					
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	✓	✓					
Provide reasons that are supported by facts and details.	✓	✓					
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	✓	✓					
Provide a concluding statement or section related to the opinion presented.	✓	✓					
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓	✓					
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	✓	✓					
Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	✓	✓					
Provide a concluding statement or section related to the opinion presented.	✓	✓					

	1	2	3	4	5	6	Test
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓		✓	✓	✓	✓
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., *also*, *another*, *and*, *more*, *but*) 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., another, for example, also, because).				✓			✓
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., *incontrast*, *especially*).				✓			✓
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.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓				✓		

	1	2	3	4	5	6	Test
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	✓				✓		
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	✓				✓		
Use temporal words and phrases to signal event order.	✓				✓		
Provide a sense of closure.	✓				✓		
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓				✓		
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓				✓		
Use dialogue and description to develop experiences and events or show the responses of characters to situations.	✓				✓		
Use a variety of transitional words and phrases to manage the sequence of events.	✓				✓		
Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓				✓		
Provide a conclusion that follows from the narrated experiences or events.	✓				✓		
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓				✓		
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓				✓		
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓				✓		
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓				✓		
Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓				✓		
Provide a conclusion that follows from the narrated experiences or events.	✓				✓		
Writing: Production and Distribution of Writing							
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.)	✓	✓	✓	✓	✓	✓	✓
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.)	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	Test
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.		✓		✓	✓	✓	
Writing: Research to Build and Present Knowledge							
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.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].").	✓	✓	✓	✓	✓	✓	✓
Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	✓	✓					

	1	2	3	4	5	6	Test
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]").	✓	✓	✓	✓	✓	✓	✓
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	✓	✓					
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.	✓	✓	✓	✓	✓	✓	✓