The Series Launcher© for *Junie B. Jones* based on *Junie B. Jones and the Stupid Smelly Bus* by Barbara Park. Common Core Standards for Grades 2, 3, and 4.

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Speaking and Listening: Comprehension and Collaboration								
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓		
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).	✓	✓	✓	✓	✓	✓		
Build on others' talk in conversations by linking their comments to the remarks of others.	✓	✓	✓	✓	✓	✓		
Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	✓	✓		
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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓		

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	Intro	1	2	3	4	5	Test	Bks 2/3
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.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓	✓	✓	✓	✓		
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.	✓	✓	✓	✓	✓	✓		
Speaking and Listening: Presentation of Knowledge and Ideas								
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓	✓	✓	✓	✓	✓		
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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓	✓		
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.		✓	✓	✓	✓	✓		
Reading Foundational Skills: Phonics and Word Recognition								
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓	✓
Distinguish long and short vowels when reading regularly spelled one-syllable words.		✓	✓	✓	✓	✓	✓	✓
Know spelling-sound correspondences for additional common vowel teams.		✓	✓	✓	✓	✓	✓	✓
Decode regularly spelled two-syllable words with long vowels.		✓	✓	✓	✓	✓	✓	✓
Decode words with common prefixes and suffixes.		✓	✓	✓	✓	✓	✓	✓
Identify words with inconsistent but common spelling-sound correspondences.		✓	✓	✓	✓	✓	✓	✓
Recognize and read grade-appropriate irregularly spelled words.		✓	✓	✓	✓	✓	✓	✓
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓	✓

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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.	✓	✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency								
Teacher modeling	✓	✓	✓	✓	✓	✓		
Individual silent practice		✓	✓	✓	✓	✓	✓	✓
Partner oral practice		✓	✓	✓	✓	✓		
Individual test (reading checkout)		✓	✓		✓	✓	✓	
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.		✓	✓	✓	✓	✓	✓	✓
Read grade-level text orally with accuracy, appropriate rate, and expression.		✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	✓	✓	✓	✓	✓
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.		✓	✓	✓	✓	✓	✓	✓
Language: Conventions of Standard English								
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
Use collective nouns (e.g., group).			✓	✓			✓	

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	Intro	1	2	3	4	5	Test	Bks 2/3
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	✓	✓	✓	✓	✓	✓	✓	✓
Use reflexive pronouns (e.g., myself, ourselves).	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	✓	✓	✓	✓	✓	✓	✓	✓
Use adjectives and adverbs, and choose between them depending on what is to be modified.	✓	✓	✓	✓	✓	✓	✓	✓
Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.).				✓	✓	✓	✓	✓
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 (*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*).		✓		✓	✓	✓	✓	✓

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	Intro	1	2	3	4	5	Test	Bks 2/3
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓
Use an apostrophe to form contractions and frequently occurring possessives.						✓		
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	✓	✓	✓	✓	✓	✓	✓	✓
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		✓	✓	✓	✓	✓		✓
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., *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.	✓	✓	✓	✓	✓	✓	✓	✓
Language: Knowledge of Language								
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
Compare formal and informal uses of English.		✓	✓	✓	✓	✓		✓
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.	✓	✓	✓	✓	✓	✓	✓	✓

	Intro	1	2	3	4	5	Test	Bks 2/3
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		✓	✓	✓	✓	✓		✓
Language: Vocabulary Acquisition and Use								
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		✓	✓	✓	✓	✓	✓	✓
Use sentence-level context as a clue to the meaning of a word or phrase.		✓	✓	✓	✓	✓	✓	✓
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).					✓			
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		✓		✓			✓	✓
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		✓	✓	✓	✓	✓		✓
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word 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).			✓		✓			✓

	Intro	1	2	3	4	5	Test	Bks 2/3
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.2.5. Demonstrate understanding of figurative language.		✓	✓	✓	✓	✓	✓	✓
Identify real-life connections between words and their use (e.g. *describe foods that are spicy or juicy*).		✓	✓	✓	✓	✓	✓	✓
Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).		✓	✓	✓	✓	✓	✓	✓
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓
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.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).	✓	✓	✓	✓	✓	✓	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details								
RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.		✓	✓	✓	✓	✓	✓	✓
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		✓	✓	✓	✓	✓	✓	✓

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	Intro	1	2	3	4	5	Test	Bks 2/3
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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		✓	✓	✓	✓	✓		✓
RL.2.3. Describe how characters in a story respond to major events and challenges.		✓	✓	✓	✓	✓	✓	✓
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).		✓	✓	✓	✓	✓	✓	✓
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.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.								✓
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.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.		✓	✓	✓	✓	✓	✓	✓
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.		✓	✓	✓	✓	✓	✓	✓
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.		✓	✓	✓	✓	✓	✓	✓
Reading Literature: Integration of Knowledge and Ideas								
RL.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.		✓	✓	✓	✓	✓		✓
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).								✓

	Intro	1	2	3	4	5	Test	Bks 2/3
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.								✓
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.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		✓	✓	✓	✓	✓	✓	✓
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.		✓	✓	✓	✓	✓	✓	✓
Reading 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.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.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within 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.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓		✓	✓				
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.	✓		✓	✓				

	Intro	1	2	3	4	5	Test	Bks 2/3
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.	✓		✓	✓				
Reading Informational Text: Craft and Structure								
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	✓		✓	✓				
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.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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			✓	✓				
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			✓	✓				
RI.2.5. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	✓		✓	✓				
Reading Informational Text: 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.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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	✓			✓				
RI.2.8. Describe how reasons support specific points the author makes in a text.	✓		✓	✓				
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	✓		✓	✓				

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	Intro	1	2	3	4	5	Test	Bks 2/3
<u>Range of Reading and Level of Text Complexity</u>								
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.	✓		✓	✓				
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.	✓		✓	✓				
<u>Writing: Text Types and Purposes</u>								
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	✓			✓				✓
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, for example*) 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.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.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓	✓	✓	✓	✓	✓	✓

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	Intro	1	2	3	4	5	Test	Bks 2/3
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.						✓	✓	
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.)	✓	✓	✓	✓	✓	✓	✓	
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.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.	✓	✓	✓	✓	✓	✓	✓	
Writing: Research to Build and Present Knowledge								
W.3.9. (Begins in grade 4.)	✓	✓	✓	✓	✓	✓	✓	✓
W.4.9. Draw evidence from literary or informational texts to support analysis.	✓	✓	✓	✓	✓	✓	✓	✓

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	Intro	1	2	3	4	5	Test	Bks 2/3
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.").	✓		✓	✓				
Writing: Range of Writing								
W.2.10. (Begins in grade 3.)	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓