

Highlighted quarters represent mastery expected					
CCSS	The CAFÉ Menu	Q1	Q2	Q3	Q4
Quarter 1					
Foundational Skills for Reading					
RF.1 Demonstrate understanding of the organization and basic features of print.					
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).					
RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	A: Flip the sound A: Use beginning and ending sounds A: Blend sounds; stretch and reread A: Chunk letters and sounds together				
a. Distinguish long from short vowel sounds in spoken single-syllable words.					
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.					
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.					
d. Segment spoken single-syllable words into their complete sequence of individual sounds					

(phonemes).					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	A: Look carefully at letters and words A: Use beginning and ending sounds A: Blend sounds; stretch and reread A: Skip the word, then come back A: Trade a word/guess a word that makes sense				
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	A: Recognize words at sight F: Practice common sight words and high-frequency words				
b. Decode regularly spelled one-syllable words.					
RF.4 Read with sufficient accuracy and fluency to support comprehension.	A: Abundant easy reading F: Voracious Reading F: Read appropriate-level text for a good fit				
a. Read grade-level text with purpose and understanding.	F: Reread text V: Voracious Reading F: Adjust and apply different reading rates to match text				
b. Read grade-level text orally with accuracy, appropriate rate, and expression.					
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
Reading Standards for Informational Text					
RI.1 Ask and answer questions about key details in a text.	C: Use prior knowledge to connect text C: Ask questions throughout the reading process C: Recognize and explain cause-and-effect relationships				

<p>RI.2 Identify the main topic and retell key details of a text.</p>	<p>C: Summarize text; include sequence of main events C: Use main idea and supporting details to determine importance C: Recognize and explain cause-and-effect relationships</p>				
<p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>C: Recognize and explain cause-and-effect relationships C: Compare and contrast within and between text</p>				
<p>RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>C: Monitor and fix-up: check for understanding/back up and read C: Ask questions throughout the reading process</p>				
<p>RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>C: Use text features (titles, heading, captions, graphic features)</p>				
<p>RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>A: Use the pictures...do the words and pitures match?</p>				
<p>RI.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>A: Cross checking...do the pictures and/or words look right? Do they sound right? Do they make sense? A: Use the pictures...do the words and pitures match?</p>				
<p>RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>					
<p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>F: Read appropriate-level texts that are a good fit</p>				

Reading Standards for Literature					
RL.1 Ask and answer questions about key details in a text.	C: Make and adjust predictions; use text to confirm C: Ask questions throughout the reading process				
RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	C: Make and adjust predictions; use text to confirm C: Summarize text; include sequence of main events				
RL.3 Describe characters, settings, and major events in a story, using key details.	C: Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)				
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	C: Use prior knowledge to connect text C: Infer and support with evidence C: Monitor and fix up: Check for understanding/back up and reread				
RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	C: Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)				
RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	C: Make a picture or mental image C: Infer and support with evidence A: Use the pictures...do the words and pictures match?				
RL.9 Compare and contrast the adventures and experiences of characters in stories.	C: Compare and Contrast within and between text				
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	F: Read appropriate-level texts that are a good fit				

Writing Standards					
W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.					
Language Standards					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print all upper- and lowercase letters.					
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.					
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

b. Use end punctuation for sentences.					
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.					
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.					
L.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	V: Use prior knowledge and context to predict and confirm meaning V: Use pictures, illustrations, and diagrams				
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).					
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).					
Speaking and Listening Standards					

SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.					
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).					
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.					
SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.					
SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					
SL.6 Produce complete sentences when appropriate to task and situation.					
Quarter 2					
Foundational Skills for Reading					

<p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>A: Look carefully at letters and words A: Use beginning and ending sounds A: Blend sounds; stretch and reread A: Skip the word, then come back A: Trade a word/guess a word that makes sense A: Recognize words at sight F: Practice common sight words and high frequency words</p>				
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>					
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>					
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>					
<p>f. Read words with inflectional endings.</p>					
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>					
<p>Reading Standards for Informational Text</p>					
<p>RI.8 Identify the reasons an author gives to support points in a text.</p>	<p>C: Determine and analyze author's purpose and support with text</p>				
<p>Reading Standards for Literature</p>					

RL.6 Identify who is telling the story at various points in a text.	C: Determine and analyze author's purpose and support with text				
Writing Standards					
W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					
W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).					
Language Standards					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
b. Use common, proper, and possessive nouns.					
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).					

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).					
i. Use frequently occurring prepositions (e.g., during, beyond, toward).					
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize dates and names of people.					
c. Use commas in dates and to separate single words in a series.			dates		series
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	V: Use prior knowledge and context to predict and confirm meaning V: Use pictures, illustrations, and diagrams V: Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) V: Use dictionaries, thesauruses, and glossaries as tools				
L.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	V: Use prior knowledge and context to predict and confirm meaning V: Use pictures, illustrations, and diagrams V: Ask someone to define the word for you				

Quarter 3					
Foundational Skills for Reading					
Reading Standards for Informational Text					
Reading Standards for Literature					
Writing Standards					
W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.					
W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
Language Standards					

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
f. Use frequently occurring adjectives.					
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).					
h. Use determiners (e.g., articles, demonstratives).					
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	V: Use prior knowledge and context to predict and confirm meaning V: Use pictures, illustrations, and diagrams V: Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) V: Use dictionaries, thesauruses, and glossaries as tools				
a. Use sentence-level context as a clue to the meaning of a word or phrase.					
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).					
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	V: Tune in to interesting words and use new vocabulary in speaking and writing				

Speaking and Listening Standards					
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.					

c. Ask questions to clear up any confusion about the topics and texts under discussion.					
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.					
Quarter 4					
Foundational Skills for Reading					
Reading Standards for Informational Text					

Reading Standards for Literature					
Reading Standards for Informational Text					
RI.1 Ask and answer questions about key details in a text.	C: Use prior knowledge to connect with text C: Ask questions throughout the reading process C: Recognize and explain cause-and-effect relationships				
Writing Standards					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					

Highlighted quarters represent mastery expected					
CCSS	Indiana Academic Standard	Q1	Q2	Q3	Q4
Quarter 1					
Foundational Skills for Reading					
RF.1 Demonstrate understanding of the organization and basic features of print.	1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.				
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).					
RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).				
a. Distinguish long from short vowel sounds in spoken single-syllable words.					
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.					
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.1.5 Recognize different vowel sounds in orally stated single-syllable words.				
d. Segment spoken single-syllable words into	1.1.9 Blend two to four phonemes (sounds) into recognizable words.				

their complete sequence of individual sounds (phonemes).	1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.					
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).						
b. Decode regularly spelled one-syllable words.	1.1.9 Blend two to four phonemes (sounds) into recognizable words. 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear). 1.1.15 Recognize different vowel sounds in orally stated single-syllable words. 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking). 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).					
	Standard 1 Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.					
RF.4 Read with sufficient accuracy and fluency to support comprehension.	1.1.15 Read aloud smoothly and easily in familiar text.					
a. Read grade-level text with purpose and understanding.						

b. Read grade-level text orally with accuracy, appropriate rate, and expression.	1.1.12 Use phonic and context clues as self-correction strategies when reading.				
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
Reading Standards for Informational Text					
RI.1 Ask and answer questions about key details in a text.	1.2.3 Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.				
RI.2 Identify the main topic and retell key details of a text.	1.2.3 Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.				
RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.					
RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.				
RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.				
RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.					
RI.7 Use the illustrations and details in a text to describe its key ideas.					
RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
RI.10 With prompting and support, read					

informational texts appropriately complex for grade 1.	Standard 2 - Reading: Comprehension and Analysis of Nonfiction and Informational Text				
Reading Standards for Literature					
RL.1 Ask and answer questions about key details in a text.	1.3.5 Understand what is read by responding to questions (who, what, when, where, why, how).				
RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.				
RL.3 Describe characters, settings, and major events in a story, using key details.	1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.				
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					
RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.3.4 Distinguish fantasy from reality.				
RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.				
RL.9 Compare and contrast the adventures and experiences of characters in stories.					
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.					
Writing Standards					

W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.4.2 Use various organizational strategies to plan writing.				
	1.5.1 Write brief narratives (stories) describing an experience.				
	1.5.5 Write for different purposes and to a specific audience or person.				
Language Standards					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.6.1 Print legibly and space letters, words, and sentences appropriately.				
a. Print all upper- and lowercase letters.	1.6.2 Write in complete sentences.				
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.6.5 Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).				
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.				
b. Use end punctuation for sentences.	1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.				

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).				
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.					
L.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	1.1.18 Classify categories of words.				
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.					
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).					
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).					
Speaking and Listening Standards					
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.					
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).					
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.					

SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.					
SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					
SL.6 Produce complete sentences when appropriate to task and situation.					
Foundational Skills for Reading					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
c. Know final -e and common vowel team conventions for representing long vowel sounds.	1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.				
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.					
	1.1.9 Blend two to four phonemes (sounds) into recognizable words.				

e. Decode two-syllable words following basic patterns by breaking the words into syllables.	1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear). 1.1.5 Recognize different vowel sounds in orally stated single-syllable words. 1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking). 1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).				
f. Read words with inflectional endings.	Standard 1 Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.				
g. Recognize and read grade-appropriate irregularly spelled words.					
Reading Standards for Informational Text					
RI.8 Identify the reasons an author gives to support points in a text.					
Reading Standards for Literature					
RL.6 Identify who is telling the story at various points in a text.					
Writing Standards					
W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.4.2 Use various organizational strategies to plan writing.				
	1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.				
	1.5.5 Write for different purposes and to a specific audience or person.				

W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).					
Language Standards					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.6.1 Print legibly and space letters, words, and sentences appropriately.				
b. Use common, proper, and possessive nouns.	1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).				
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).					
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).					
i. Use frequently occurring prepositions (e.g., during, beyond, toward).					
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize dates and names of people.	1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.				
c. Use commas in dates and to separate single words in a series.			dates		series

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).				
L.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
Quarter 3					
Foundational Skills for Reading	No new standards introduced.				
Reading Standards for Informational Text					
Reading Standards for Literature					
Writing Standards					
W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		1.4.1 Discuss ideas and select a focus for group stories or other writing.			
	1.4.3 Revise writing for others to read.				
	1.4.4 Begin asking questions to guide topic selection and ask how and why questions about a topic of interest.				
W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).				
Language Standards					

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.6.1 Print legibly and space letters, words, and sentences appropriately.				
f. Use frequently occurring adjectives.					
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).					
h. Use determiners (e.g., articles, demonstratives).					
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.					
a. Use sentence-level context as a clue to the meaning of a word or phrase.					
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).					
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Standard 1 - Reading: Word Recognition, Fluency, and Vocabulary Development				
Speaking and Listening Standards					
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.					

c. Ask questions to clear up any confusion about the topics and texts under discussion.					
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.					

Quarter 4					
Foundational Skills for Reading	No new standards introduced.				
Reading Standards for Informational Text					

Churubusco Elementary 2012/2013
First Grade Reading / Language Arts Core Vocabulary

Reading	Language Arts	CAFÉ
audience	adjectives	abundant easy reading
conclusion	capital letters	accuracy
consonant blends	common nouns	appropriate levels
context clues	compound words	comprehension
decoding	contractions	cross check
descriptions	inflectional endings	expand vocabulary
details	nouns	fluency
differences	plural nouns	infer/support evidence
digraphs	possessive nouns	make a picture/mental image
genre	pronouns	make/adjust predictions
inferences	proper nouns	monitor/fix up
main idea	punctuation	use prior knowledge
narratives	verbs (past/present)	voracious reading
phonemes	writing	
plot		
predictions		
purposes		
rhyming words		
root words		
similarities		
sounds (beginning, middle, end)		
strategies		
syllables		
table of contents		
text		
word patterns		

Highlighted quarters represent mastery expected					
2011-2012 Common Core State Standards Language Arts	Café' Strategies	Q1	Q2	Q3	Q4
Quarter 1					
Foundational Skills for Reading					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words	A. Look carefully at letters and words A. chunk letters and sounds together A. recognize words at sight A. flip the sound A. Use beginning and ending sounds A. blend sounds; stretch and reread V. Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)				
a. Distinguish long and short vowels when reading regularly spelled one-syllable words					
b. Know spelling-sound correspondences for additional common vowel teams.					
c. Decode regularly spelled two-syllable words with long vowels					
e. Identify words with inconsistent but common spelling-sound correspondences.					

<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>					
<p>RF.4 Read with sufficient accuracy and fluency to support comprehension</p>	<p>C. Monitor and fix up: check for understanding/back up and reread</p>				
	<p>F. Adjust and apply different reading rates to match text</p>				
	<p>F. Reread text</p>				
	<p>F. Skip the word, then come back</p>				
	<p>F. Trade a word</p>				
	<p>F. Guess a word that makes sense</p>				
	<p>F. Read appropriate-level texts that are a good fit</p>				
	<p>F. Practice common sight words and high-frequency words.</p>				
<p>a. Read grade-level text with purpose and understanding</p>					
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>					
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>					
<p>Reading Standards for Informational Text</p>					
<p>Second Grade Common Core</p>	<p>Café' Strategies</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>

<p>RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p>	<p>A. Cross checking...do the pictures and/or words look right?/Do they sound right? Do they make sense?</p> <p>F. Read appropriate-level texts that are a good fit</p> <p>V. Use prior knowledge and context to predict and confirm meaning.</p>				
<p>RI. 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe</p>					
<p>RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>	<p>C. Infer and support with evidence</p> <p>C. Ask questions throughout the reading process</p>				
<p>RI. 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>A. Abundant easy reading</p> <p>F. Read appropriate-level texts that are a good fit</p> <p>V. Voracious reading</p>				
Reading Standards for Literature					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4

<p>RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p>					
<p>RL. 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>	<p>C. Use prior knowledge to connect with text C. Make and adjust predictions; use text to confirm C. Ask questions throughout the reading process</p>				
<p>RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p>				
<p>RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p>	<p>C. Summarize text; include sequence of main events</p>				
<p>RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading</p>				

Writing Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
W.8 Recall information from experiences or gather information from provided sources to answer a question					
W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.					
Language Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	F. Use punctuation to enhance phrasing and prosody (end marks, commas, etc) V. Use dictionaries, thesauruses, and glossaries as tools.				
a. Capitalize holidays, product names, and geographic names					

b. Use commas in greetings and closings of letters					
d. Generalize learned spelling patterns when writing words (e.g, cage--badge, boy-boil)					
L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking					
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)					
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).					
L.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.	V. Tune into interesting words and use new vocabulary in speaking and writing				
a. Use sentence level context as a clue to the meaning of the word or phrase					

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	V. Use dictionaries, thesauruses, and glossaries as tools				
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	F. Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)				
a. Capitalize holidays, product names, and geographic names.					
b. Use commas in greetings and closings of letters					
d. Generalize learned spelling patterns when writing words (e.g., cage--badge, boy-boil)					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).					
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).					

Speaking and Listening Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					
SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.					
SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
SL.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.					

Quarter 2					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
Foundational Skills for Reading					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words	A. Look carefully at letters and words A. chunk letters and sounds together A. recognize words at sight A. flip the sound A. Use beginning and ending sounds A. blend sounds; stretch and reread V. Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)				
b. Know spelling-sound correspondences for additional common vowel teams.					
c. Decode regularly spelled two-syllable words with long vowels					
d. Decode words with common prefixes and suffixes					
e. Identify words with inconsistent but common spelling-sound correspondences.					
f. Recognize and read grade-appropriate irregularly spelled words.					

RF.4 Read with sufficient accuracy and fluency to support comprehension	C. Monitor and fix up: check for understanding/back up and reread				
	F. Adjust and apply different reading rates to match text				
	F. Reread text				
	F. Skip the word, then come back				
	F. Trade a word				
	F. Guess a word that makes sense				
	F. Read appropriate-level texts that are a good fit				
F. Practice common sight words and high-frequency words.					
a. Read grade-level text with purpose and understanding					
b. Read grade-level text orally with accuracy, appropriate rate, and expression.					
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
Reading Standards for Informational Text					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	A. Cross checking...do the pictures and/or words look right?/Do they sound right? Do they make sense? F. Read appropriate-level texts that are a good fit V. Use prior knowledge and context to predict and confirm meaning.				
RI. 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe					

<p>RI. 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.</p>	<p>C. Use text features (titles, headings, captions, graphic features)</p>				
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<p>RI. 7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p>	<p>C. Make a picture or mental image A. Use the pictures ...Do the words and pictures match?</p>				
<p>RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>C. Infer and support with evidence C. Ask questions throughout the reading process</p>				
<p>RI. 2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text</p>	<p>C. Summarize text; include sequence of main events</p>				
<p>RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p>C. Recognize and explain cause and effect relationships</p>				
<p>RI. 9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>C. Compare and contrast within and between text</p>				

<p>RI. 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading</p>				
Reading Standards for Literature					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
<p>RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeatedlines) supply rhythm and meaning in a story, poem, or song</p>					
<p>RL. 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>	<p>C. Use prior knowledge to connect with text C. Make and adjust predictions; use text to confirm C. Ask questions throughout the reading process</p>				
<p>RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p>				

RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	C. Summarize text; include sequence of main events				
RL. 3 Describe how characters in a story respond to major events and challenges	C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)				
RL. 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	C. Use main idea and supporting details to determine importance				
RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range	A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading				
Writing Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
W.8 Recall information from experiences or gather information from provided sources to answer a question					

W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
W. 2 Write informative/explanatory texts which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section					
LanguageStandards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	F. Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)				
a. Capitalize holidays, product names, and geographic names.					
b. Use commas in greetings and closings of letters					
c. Use an apostrophe to form contractions and frequently occurring possessives.					
d. Generalize learned spelling patterns when writing words (e.g, cage--badge, boy-boil)					

L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking					
a. Use collective nouns (e.g., group)					
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).					
c. Use reflexive pronouns (e.g., myself, ourselves)					
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).					
f. 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).					

<p>L.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.</p>	<p>V. Tune into interesting words and use new vocabulary in speaking and writing</p>				
<p>a. Use sentence level context as a clue to the meaning of the word or phrase</p>					
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)</p>					
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>					
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>					
<p>L.5. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>					

L. 5 b.Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).					
Speaking and Listening Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					
SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences					
SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					

<p>SL.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.</p>						
<p>SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>						
<p>a. 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).</p>						
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>						
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion</p>						
Quarter 3						
<p>Second Grade Common Core</p>	<p>Café' Strategies</p>		<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>

Foundational Skills for Reading

<p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>A. Look carefully at letters and words A. chunk letters and sounds together A. recognize words at sight A. flip the sound A. Use beginning and ending sounds A. blend sounds; stretch and reread V. Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p>				
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words</p>					
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>					
<p>c. Decode regularly spelled two-syllable words with long vowels</p>					
<p>d. Decode words with common prefixes and suffixes.</p>					
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>					

f. Recognize and read grade-appropriate irregularly spelled words.					
RF.4 Read with sufficient accuracy and fluency to support comprehension	C. Monitor and fix up: check for understanding/back up and reread				
	F. Adjust and apply different reading rates to match text				
	F. Reread text				
	F. Skip the word, then come back				
	F. Trade a word				
	F. Guess a word that makes sense				
	F. Read appropriate-level texts that are a good fit F. Practice common sight words and high-frequency words.				
a. Read grade-level text with purpose and understanding					
b. Read grade-level text orally with accuracy, appropriate rate, and expression.					
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
Reading Standards for Informational Text					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	A. Cross checking...do the pictures and/or words look right?/Do they sound right? Do they make sense? F. Read appropriate-level texts that are a good fit				

	V. Use prior knowledge and context to predict and confirm meaning.				
RI. 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe					
RI. 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.	C. Use text features (titles, headings, captions, graphic features)				
RI. 7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	C. Make a picture or mental image A. Use the pictures ...Do the words and pictures match?				
RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	C. Infer and support with evidence Ask questions throughout the reading process C.				
RI. 2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text	C. Summarize text; include sequence of main events				
RI. 8 Describe how reasons support specific points the author makes in a text	C. Infer and support with evidence C. Ask Questions throughout the reading process C. Determine and analyze author's purpose and support with text				

<p>RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p>C. Recognize and explain cause and effect relationships</p>				
<p>RI. 9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>C. Compare and contrast within and between text</p>				
<p>RI. 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading</p>				
<p align="center">Reading Standards for Literature</p>					
<p align="center">Second Grade Common Core</p>	<p align="center">Café' Strategies</p>	<p align="center">Q1</p>	<p align="center">Q2</p>	<p align="center">Q3</p>	<p align="center">Q4</p>
<p>RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p>					

<p>RL. 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>	<p>C. Use prior knowledge to connect with text C. Make and adjust predictions; use text to confirm C. Ask questions throughout the reading process</p>				
<p>RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p>				
<p>RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p>	<p>C. Summarize text; include sequence of main events</p>				
<p>RL. 3 Describe how characters in a story respond to major events and challenges</p>	<p>C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p>				
<p>RL. 9 Compare and contrast two or more versions of the same story e.g. Cinderella stories) by different authors or from different cultures</p>	<p>C. Compare and contrast within and between text</p>				

RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	C. Use main idea and supporting details to determine importance				
RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	C. Determine and analyze author's purpose and support with text F. Adjust and apply different reading rates to match text FI. Read text as the author would say it, conveying the meaning or feeling				
RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range	A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading				
Writing Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
W.8 Recall information from experiences or gather information from provided sources to answer a question					
W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					

W. 2 Write informative/explanatory texts which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section					
W. 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.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					

LanguageStandards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	F. Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)				
a. Capitalize holidays, product names, and geographic names.					
b. Use commas in greetings and closings of letters					
c. Use an apostrophe to form contractions and frequently occurring possessives.					
d. Generalize learned spelling patterns when writing words (e.g, cage--badge, boy-boil)					
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.					
L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.					
a. Compare formal and informal uses of English					

<p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>					
<p>c. Use reflexive pronouns (e.g., myself, ourselves)</p>					
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>					
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>					
<p>f. 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).</p>					
<p>L.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.</p>	<p>V. Tune into interesting words and use new vocabulary in speaking and writing</p>				

<p>a. Use sentence level context as a clue to the meaning of the word or phrase</p>					
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)</p>					
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p>					
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>					
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>					
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p>					

<p>L.5. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>						
<p>L. 5 b.Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>						
<p>L.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).</p>	<p>V. Ask someone to define the word for you</p>					
<p>Speaking and Listening Standards</p>						
<p>Second Grade Common Core</p>	<p>Café' Strategies</p>		<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>

<p>SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>					
<p>SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>					
<p>SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>					
<p>SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>					
<p>SL.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.</p>					

<p>SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>					
<p>a. 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).</p>					
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>					
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion</p>					

<p>SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>					
Quarter 4					
<p>Second Grade Common Core</p>	<p>Café' Strategies</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
Foundational Skills for Reading					
<p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>A. Look carefully at letters and words A. chunk letters and sounds together A. recognize words at sight A. flip the sound A. Use beginning and ending sounds A. blend sounds; stretch and reread V. Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p>				
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words</p>					
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>					

c. Decode regularly spelled two-syllable words with long vowels					
e. Identify words with inconsistent but common spelling-sound correspondences.					
f. Recognize and read grade-appropriate irregularly spelled words.					
RF.4 Read with sufficient accuracy and fluency to support comprehension	C. Monitor and fix up: check for understanding/back up and reread				
	F. Adjust and apply different reading rates to match text				
	F. Reread text				
	F. Skip the word, then come back				
	F. Trade a word				
	F. Guess a word that makes sense				
	F. Read appropriate-level texts that are a good fit F. Practice common sight words and high-frequency words.				
a. Read grade-level text with purpose and understanding					
b. Read grade-level text orally with accuracy, appropriate rate, and expression.					

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
Reading Standards for Informational Text					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	A. Cross checking...do the pictures and/or words look right?/Do they sound right? Do they make sense? F. Read appropriate-level texts that are a good fit V. Use prior knowledge and context to predict and confirm meaning.				
RI. 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe					
RI. 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.	C. Use text features (titles, headings, captions, graphic features)				

<p>RI. 7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p>	<p>C. Make a picture or mental image A. Use the pictures ...Do the words and pictures match?</p>				
<p>RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>C. Infer and support with evidence C. Ask questions throughout the reading process</p>				
<p>RI. 2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text</p>	<p>C. Summarize text; include sequence of main events</p>				
<p>RI. 8 Describe how reasons support specific points the author makes in a text</p>	<p>C. Infer and support with evidence C. Ask Questions throughout the reading process C. Determine and analyze author's purpose and support with text</p>				
<p>RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p>C. Recognize and explain cause and effect relationships</p>				
<p>RI. 9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>C. Compare and contrast within and between text</p>				

<p>RI. 10 By the end of the 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</p>	<p>A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading</p>				
Reading Standards for Literature					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
<p>RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p>					
<p>RL. 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>	<p>C. Use prior knowledge to connect with text C. Make and adjust predictions; use text to confirm C. Ask questions throughout the reading process</p>				

<p>RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p>				
<p>RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p>	<p>C. Summarize text; include sequence of main events</p>				
<p>RL. 3 Describe how characters in a story respond to major events and challenges</p>	<p>C. Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p>				
<p>RL. 9 Compare and contrast two or more versions of the same story e.g. Cinderella stories) by different authors or from different cultures</p>	<p>C. Compare and contrast within and between text</p>				
<p>RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p>C. Use main idea and supporting details to determine importance</p>				

<p>RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>C. Determine and analyze author's purpose and support with text F. Adjust and apply different reading rates to match text FI. Read text as the author would say it, conveying the meaning or feeling</p>				
<p>RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>A. Abundant easy reading F. Read appropriate-level texts that are a good fit V. Voracious reading</p>				

Writing Standards					
Second Grade Common Core	Café' Strategies	Q1	Q2	Q3	Q4
W.8 Recall information from experiences or gather information from provided sources to answer a question					

<p>W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>					
<p>W. 2 Write informative/explanatory texts which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p>					
<p>W. 1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opiniion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section</p>					
<p>W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>					

<p>W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>					
<p>LanguageStandards</p>					
<p>Second Grade Common Core</p>	<p>Café' Strategies</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>F. Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)</p>				
<p>a. Capitalize holidays, product names, and geographic names.</p>					
<p>b. Use commas in greetings and closings of letters</p>					
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>					
<p>d. Generalize learned spelling patterns when writing words (e.g, cage--badge, boy-boil)</p>					

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.					
L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.					
a. Compare formal and informal uses of English					
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).					
c. Use reflexive pronouns (e.g., myself, ourselves)					
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).					
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.					

<p>f. 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).</p>					
<p>L.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.</p>	<p>V. Tune into interesting words and use new vocabulary in speaking and writing</p>				
<p>a. Use sentence level context as a clue to the meaning of the word or phrase</p>					
<p>b. Determine the meaning of the new words formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)</p>					
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p>					

<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>					
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>					
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p>					
<p>L.5. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>					
<p>L. 5 b.Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>					

<p>L.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).</p>	<p>V. Ask someone to define the word for you</p>				
<p>Speaking and Listening Standards</p>					
<p>Second Grade Common Core</p>	<p>Café' Strategies</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
<p>SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>					
<p>SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>					
<p>SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>					

<p>SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>					
<p>SL.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.</p>					
<p>SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>					
<p>a. 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).</p>					
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>					

c. Ask for clarification and further explanation as needed about the topics and texts under discussion					
SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.					

THIRD GRADE LANGUAGE ARTS				
2011-2012 Common Core State Standards Language Arts	Q1	Q2	Q3	Q4
The purple quarter is when the standard is assessed.				
Quarter 1				
Reading: Comprehension and Analysis of Nonfiction and Informational Text				
RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.2.2, 3.2.3)				
RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.2.5)				
Reading: Comprehension and Analysis of Literary Text				
RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.3.4, 3.3.2, 3.3.7)				
RL. 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.3.3)				
RI.6 Distinguish their own point of view from that of the author of a text.				
Reading: Word Recognition, Fluency, and Vocabulary Development				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
a. Identify and know the meaning of the most common prefixes and derivational suffixes. (3.1.8)				

b. Decode words with common Latin suffixes. (3.1.8)				
c. Decode multisyllable words. (3.1.2)				
d. Read grade-appropriate irregularly spelled words.				
RF.4 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.				
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (3.1.3)				
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.1.12)				
Writing: Processes and Features				
Writing: Applications				
W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (3.5.1)				
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				
c. Use temporal words and phrases to signal event order.				
d. Provide a sense of closure.				
W.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.) (3.4.3, 3.4.9)				

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (3.4.1, 3.4.2, 3.4.6, 3.4.7, 3.4.8)				
W.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. (3.5.5)				
Language Standards				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (3.6.5)				
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Nouns Verbs			
e. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses				
i. Produce simple, compound, and complex sentences.	simple		com- pound	com-plex
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3.6.6)				
a. Capitalize appropriate words in titles				
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (3.6.8)				
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3.6.8)				

L.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. (3.1.6)				
a. Use sentence-level context as a clue to the meaning of a word or phrase. (3.1.6)	Green	Purple		
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (3.1.8)	Green	Green	Purple	
Speaking and Listening Standards--these standards are not formally assessed, but should be ongoing all year.	Green	Green	Green	Green
SL.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 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.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				
Quarter 2				
Reading: Comprehension and Analysis of Nonfiction and Informational Text				
RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.2.2, 3.2.3)	Green	Purple		
RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.2.5)	Green	Green	Purple	

RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (3.2.1)				
RI.6 Distinguish their own point of view from that of the author of a text.				
RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.				
Reading: Comprehension and Analysis of Literary Text				
RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.3.4, 3.3.2, 3.3.7)				
RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.				
RL. 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.3.3)				
RL.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.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). (3.3.3)				
RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., books from a series).				
Reading: Word Recognition, Fluency, and Vocabulary Development				

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
c. Decode multisyllable words. (3.1.2)				
d. Read grade-appropriate irregularly spelled words.				
RF.4 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.				
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (3.1.3)				
Writing: Processes and Features				
Writing: Applications				
W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.5.6, 3.5.7)				
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				
b. Provide reasons that support the opinion.				
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.				
d. Provide a concluding statement or section.				
W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (3.5.1)				
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				

c. Use temporal words and phrases to signal event order.				
d. Provide a sense of closure.				
W.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.) (3.4.3, 3.4.9)				
W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (3.4.1, 3.4.2, 3.4.6, 3.4.7, 3.4.8)				
W.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. (3.5.5)				
Language Standards				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (3.6.5)				
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Nouns Verbs	Pro- nouns Adjec- tives	Adverb s	
b. Form and use regular and irregular plural nouns.				
d. Form and use regular and irregular verbs.				
f. Ensure subject-verb and pronoun-antecedent agreement.		Subject /Verb	Pronou n/Ante cedent	
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Adjec- tives		

i. Produce simple, compound, and complex sentences.	simple	com- pound		complex
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3.6.6)				
b. Use commas in addresses.				
c. Use commas and quotation marks in dialogue.				
d. Form and use possessives.				
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (3.6.8)				
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3.6.8)				
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				
L.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. (3.1.6)				
a. Use sentence-level context as a clue to the meaning of a word or phrase. (3.1.6)				
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (3.1.8)				
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).				
Speaking and Listening Standards--these standards are not formally assessed, but should be ongoing all year.				
SL.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.				
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
b. 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).				
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.				
d. Explain their own ideas and understanding in light of the discussion.				
SL.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 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.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				
Quarter 3				
Reading: Comprehension and Analysis of Nonfiction and Informational Text				
RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.2.5)				
RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <u>grade 3 topic or subject area</u> (3.1.5)				
RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a <u>given topic efficiently</u> . (3.2.1)				
RI.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 <u>how key events occur</u>). (3.2.3)				
RI.8 Describe the logical connection between particular sentences and paragraphs in a text (eg., comparison, cause/effect, first/second/third in a sequence. (3.2.9)				
RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.				
Reading: Comprehension and Analysis of Literary Text				
RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is <u>conveyed through key details in the text</u> .				

RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				
RL.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.6 Distinguish their own point of view from that of the narrator or those of the characters. (3.3.6)				
RL.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). (3.3.3)				
RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., books from a series).				
Reading: Word Recognition, Fluency, and Vocabulary Development				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
a. Identify and know the meaning of the most common prefixes and derivational suffixes. (3.1.8)				
b. Decode words with common Latin suffixes. (3.1.8)				
c. Decode multisyllable words. (3.1.2)				
d. Read grade-appropriate irregularly spelled words.				
RF.4 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.				
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (3.1.3)				
Writing: Processes and Features				

Writing: Applications				
W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.5.6, 3.5.7)				
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				
b. Provide reasons that support the opinion.				
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.				
d. Provide a concluding statement or section.				
W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3.5.2, 3.5.7)				
a. Introduce a topic and group of related information together; include illustrations when useful to aiding comprehension.				
b. Develop the topic with facts, definitions, and details.				
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.				
d. Provide a concluding statement or section.				
W.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.) (3.4.3, 3.4.9)				
W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (3.4.1, 3.4.2, 3.4.6, 3.4.7, 3.4.8)				

W.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. (3.4.5)				
W.7 Conduct short research projects that build knowledge about a topic. (3.5.8)				
W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (3.5.8)				
W.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. (3.5.5)				
Language Standards				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (3.6.5)				
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Nouns Verbs	Pronouns Adjectives	Adverbs	
f. Ensure subject-verb and pronoun-antecedent agreement.				
i. Produce simple, compound, and complex sentences.	simple		Compound	Complex
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3.6.6)				
c. Use commas and quotation marks in dialogue.				

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3.6.8)				
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3.5.4)				
a. Choose words and phrases for effect				
b. Recognize and observe differences between the conventions of spoken and written language.				
L.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. (3.1.6)				
b. 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).				
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (3.1.8)				
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).				
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).				

Speaking and Listening Standards--these standards are not formally assessed, but should be ongoing all year.				
SL.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.				
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
b. 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).				
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.				
d. Explain their own ideas and understanding in light of the discussion.				
SL.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.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
SL.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.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				
Quarter 4				
Reading: Comprehension and Analysis of Nonfiction and Informational Text				
RI.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 <u>pertains to time, sequence, and cause/effect.</u>				
RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <u>grade 3 topic or subject area (3.1.5)</u>				
RI.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 <u>how key events occur</u>). (3.2.3)				
RI.8 Describe the logical connection between particular sentences and paragraphs in a text (eg., comparison, cause/effect, first/second/third in a sequence. (3.2.9)				
RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.				
RI.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				
Reading: Comprehension and Analysis of Literary Text				
RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				

RL.6 Distinguish their own point of view from that of the narrator or those of the characters. (3.3.6)				
RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., books from a series)				
RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-2 text complexity band				
Reading: Word Recognition, Fluency, and Vocabulary Development				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
a. Identify and know the meaning of the most common prefixes and derivational suffixes. (3.1.8)				
b. Decode words with common Latin suffixes. (3.1.8)				
RF.4 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.				
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (3.1.3)				
Writing: Processes and Features				
Writing: Applications				
W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3.5.2, 3.5.7)				

a. Introduce a topic and group of related information together; include illustrations when useful to aiding comprehension.				
b. Develop the topic with facts, definitions, and details.				
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of				
d. Provide a concluding statement or section.				
W.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.) (3.4.3, 3.4.9)				
W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (3.4.1, 3.4.2, 3.4.6, 3.4.7, 3.4.8)				
W.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. (3.4.5)				
W.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. (3.5.5)				
Language Standards				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (3.6.5)				
c. Use abstract nouns				
h. Use coordinating and subordinating conjunctions				
i. Produce simple, compound, and complex sentences.	Simple		com- pound	complex

W.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. (3.4.5)				
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3.6.6)				
c. Use commas and quotation marks in dialogue.				
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3.5.4)				
a. Choose words and phrases for effect				
b. Recognize and observe differences between the conventions of spoken and written language.				
L.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. (3.1.6)				
b. 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).				
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).				
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).				

L.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).				
Speaking and Listening Standards--these standards are not formally assessed, but should be ongoing all year.				
SL.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.				
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
b. 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).				
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.				
d. Explain their own ideas and understanding in light of the discussion.				
SL.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.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				

Highlighted quarters represent mastery expected								
FOURTH GRADE LANGUAGE ARTS								
2011-2012 Common Core State Standards Language Arts Standard in Parentheses)					(Indiana State			
					Q1	Q2	Q3	Q4
Quarter 1								
Reading Standards for Informational Text								
RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (4.2.3)								
RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.2.9)								
RI.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.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 (4.1.7)								
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: comparison (4.2.1)								
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: chronology (4.2.1)								
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: cause/effect, problem/solution (4.2.1)								
RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided								
RI.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 (4.2.3)								
RI.8 Explain how an author uses reasons and evidence to support particular points in a text (4.2.9)								
RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4.2.5)								

RI.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				
Reading Standards for Literature				
RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text (4.3.6)				
RL.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) (4.3.3)				
RL.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) (4.1.4)				
RL.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.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations				
RL.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.8 (Not applicable to literature)				
RL.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.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				
Foundational Skills for Reading				

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: letter-sound correspondences				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: syllabication patterns				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: morphology (e.g., roots and affixes)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: read grade-level text with purpose and understanding (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: use context to confirm or self-correct words recognition and understanding, rereading as necessary (1.1.12)				
Writing Standards				
W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. (4.5.1)				
W.4 Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (4.4.2, 4.4.4)				
W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (4.4.1, 4.4.10, 4.4.11, 4.4.12)				

W.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 (4.4.9)				
W.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 source (4.4.5, 4.4.7, 4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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].") (4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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") (4.5.3)				
W.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 (4.5.6)				
Language Standards				
L.1 <i>Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking:(4.6.2, 4.6.4)</i>				
L.1a Use relative pronouns (who, whose, whome, which, that) and relative adverbs (where, when, why)				
L.1b Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses				
L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions				
L.1d order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)				
L.1e Form and use prepositional phrases				
L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons				
L.1g Correctly use frequently confused words (e.g., to, too, two; there, their)				

L.2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:(4.6.5-8)</i>				
L.2a Use correct capitalization				
L.2b Use commas and quotation marks to mark direct speech and quotations from a text				
L.2c Use a comma before a coordinating conjunction in a compound sentence				
L.2d Spell grade-appropriate words correctly, consulting references as needed				
L.3 <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.(4.6.3)</i>				
L.3a Choose words and phrases to convey ideas precisely				
L.3b Choose punctuation for effect				
L.3c 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.4 <i>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(4.1.3-7)</i>				
L.4a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase				
L.4b Use common, grade-appropriate Greek and Latin roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)				
L.4c 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 <i>Demonstrate understand of figurative language, word relationships, and nuances in word meanings(4.1.2)</i>				
L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context				
L.5b Recognize and explain the meaning of common idioms, adages, and proverbs				
L.5c Demonstrate understanding of words by relating them to their opposites (anotnyms) and to words with similar but not identical meanings (synonyms)				

L.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) (4.1)				
Speaking and Listening Standards				
<i>SL.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</i>				
SL.1a 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				
SL.1b Follow agreed-upon rules for discussions and carry out assigned roles				
SL.1c 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.				
SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion				
SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.3 Identify the reason and evidence a speaker provides to support particular points				
SL.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 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
SL.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				
Quarter 2				
Reading Standards for Informational Text				
RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (4.2.3)				

RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.2.9)				
RI.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.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 (4.1.7)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: comparison (4.2.1)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: chronology (4.2.1)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: cause/effect, problem/solution (4.2.1)				
RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided				
RI.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 (4.2.3)				
RI.8 Explain how an author uses reasons and evidence to support particular points in a text (4.2.9)				
RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4.2.5)				
RI.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				
Reading Standards for Literature				
RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text (4.3.6)				
RL.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) (4.3.3)				

RL.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) (4.1.4)				
RL.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.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations				
RL.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.8 (Not applicable to literature)				
RL.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.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				
Foundational Skills for Reading				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: syllibication patterns				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: morphology (e.g., roots and affixes)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: read grade-level text with purpose and understanding (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression (4.1.1)				

RF.4 Read with sufficient accuracy and fluency to support comprehension: use context to confirm or self-correct words recognition and understanding, rereading as necessary (1.1.12)				
Writing Standards				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>(4.5.1)</p>				
W.4 Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (4.4.2, 4.4.4)				
W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (4.4.1, 4.4.10, 4.4.11, 4.4.12)				
W.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 (4.4.9)				
W.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 source (4.4.5, 4.4.7, 4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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].") (4.5.3)				

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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") (4.5.3)				
W.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 (4.5.6)				
Language Standards				
L.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking:(4.6.2, 4.6.4)				
L.1a Use relative pronouns (who, whose, whome, which, that) and relative adverbs (where, when, why)				
L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions				
L.1d order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)				
L.1e Form and use prepositional phrases				
L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons				
L.1g Correctly use frequently confused words (e.g., to, too, two; there, their)				
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:(4.6.5-8)				
L.2a Use correct capitalization				
L.2b Use commas and quotation marks to mark direct speech and quotations from a text				
L.2c Use a comma before a coordinating conjunction in a compound sentence				
L.2d Spell grade-appropriate words correctly, consulting references as needed				
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.(4.6.3)				
L.3c 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.4 <i>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(4.1.3-7)</i>				
L.4a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase				
L.4b Use common, grade-appropriate Greek and Latin roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)				
L.4c 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 <i>Demonstrate understand of figurative language, word relationships, and nuances in word meanings(4.1.2)</i>				
L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context				
L.5b Recognize and explain the meaning of common idioms, adages, and proverbs				
L.5c Demonstrate understanding of words by relating them to their opposites (anotnyms) and to words with similar but not identical meanings (synonyms)				
L.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) (4.1)				
Speaking and Listening Standards				
SL.1 <i>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</i>				
SL.1a 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				
SL.1b Follow agreed-upon rules for discussions and carry out assigned roles				
SL.1c 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.				

SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion				
SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.3 Identify the reason and evidence a speaker provides to support particular points				
SL.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 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
SL.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				
Quarter 3				
Reading Standards for Informational Text				
RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (4.2.3)				
RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.2.9)				
RI.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.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 (4.1.7)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: comparison (4.2.1)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: chronology (4.2.1)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: cause/effect, problem/solution (4.2.1)				
RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided				

RI.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 (4.2.3)				
RI.8 Explain how an author uses reasons and evidence to support particular points in a text (4.2.9)				
RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4.2.5)				
RI.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				
Reading Standards for Literature				
RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text (4.3.6)				
RL.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) (4.3.3)				
RL.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) (4.1.4)				
RL.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.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations				
RL.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.8 (Not applicable to literature)				

RL.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.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				
Foundational Skills for Reading				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: morphology (e.g., roots and affixes)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: read grade-level text with purpose and understanding (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: use context to confirm or self-correct words recognition and understanding, rereading as necessary (1.1.12)				
Writing Standards				
W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. (4.5.1)				
W.4 Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (4.4.2, 4.4.4)				

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (4.4.1, 4.4.10, 4.4.11, 4.4.12)				
W.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 (4.4.9)				
W.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 source (4.4.5, 4.4.7, 4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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].") (4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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") (4.5.3)				
W.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 (4.5.6)				
Language Standards				
L.1 <i>Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking:(4.6.2, 4.6.4)</i>				
L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions				
L.1e Form and use prepositional phrases				
L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons				
L.1g Correctly use frequently confused words (e.g., to, too, two; there, their)				
L.2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:(4.6.5-8)</i>				
L.2b Use commas and quotation marks to mark direct speech and quotations from a text				
L.2d Spell grade-appropriate words correctly, consulting references as needed				

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.(4.6.3)				
L.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(4.1.3-7)				
L.4a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase				
L.4b Use common, grade-appropriate Greek and Latin roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)				
L.4c 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 Demonstrate understand of figurative language, word relationships, and nuances in word meanings(4.1.2)				
L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context				
L.5b Recognize and explain the meaning of common idioms, adages, and proverbs				
L.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) (4.1)				
Speaking and Listening Standards				
SL.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				
SL.1a 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				
SL.1b Follow agreed-upon rules for discussions and carry out assigned roles				
SL.1c 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.				

SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion				
SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.3 Identify the reason and evidence a speaker provides to support particular points				
SL.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 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
SL.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				
Quarter 4				
Reading Standards for Informational Text				
RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (4.2.3)				
RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.2.9)				
RI.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.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 (4.1.7)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: comparison (4.2.1)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: chronology (4.2.1)				
RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text: cause/effect, problem/solution (4.2.1)				
RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided				

RI.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 (4.2.3)				
RI.8 Explain how an author uses reasons and evidence to support particular points in a text (4.2.9)				
RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4.2.5)				
RI.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				
Reading Standards for Literature				
RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text (4.3.6)				
RL.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) (4.3.3)				
RL.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) (4.1.4)				
RL.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.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations				
RL.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.8 (Not applicable to literature)				

RL.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.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				
Foundational Skills for Reading				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words to read accurately unfamiliar multisyllabic words in context and out of context: morphology (e.g., roots and affixes)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: read grade-level text with purpose and understanding (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression (4.1.1)				
RF.4 Read with sufficient accuracy and fluency to support comprehension: use context to confirm or self-correct words recognition and understanding, rereading as necessary (1.1.12)				
Writing Standards				
W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. (4.5.1)				
W.4 Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (4.4.2, 4.4.4)				

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (4.4.1, 4.4.10, 4.4.11, 4.4.12)				
W.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 (4.4.9)				
W.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 source (4.4.5, 4.4.7, 4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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].") (4.5.3)				
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: 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") (4.5.3)				
W.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 (4.5.6)				
Language Standards				
L.1 <i>Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking:(4.6.2, 4.6.4)</i>				
L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons				
L.1g Correctly use frequently confused words (e.g., to, too, two; there, their)				
L.2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:(4.6.5-8)</i>				
L.2d Spell grade-appropriate words correctly, consulting references as needed				
L.3 <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.(4.6.3)</i>				

L.4 <i>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(4.1.3-7)</i>				
L.4a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase				
L.4b Use common, grade-appropriate Greek and Latin roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)				
L.4c 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 <i>Demonstrate understand of figurative language, word relationships, and nuances in word meanings(4.1.2)</i>				
L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context				
L.5b Recognize and explain the meaning of common idioms, adages, and proverbs				
L.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) (4.1)				
Speaking and Listening Standards				
SL.1 <i>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</i>				
SL.1a 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				
SL.1b Follow agreed-upon rules for discussions and carry out assigned roles				
SL.1c 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.				
SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion				

Highlighted quarters represent mastery expected				
FIFTH GRADE LANGUAGE ARTS				
2011-2012 Common Core State Standards Language Arts	Q1	Q2	Q3	Q4
QUARTER 1				
FOUNDATIONAL SKILLS FOR READING				
READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Knowledge letter-sound correspondences) (NEW)				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (syllabication patterns) (NEW)				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (morphology - roots and affixes) (NEW)				
RF.4 Read with sufficient accuracy and fluency to support comprehension (5.1.1, 1.1.12)				
RF.4 a. Read grade-level text with purpose and understanding				
RF. 4 b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression				

RF. 4c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.				
READING STANDARDS FOR LITERATURE				
READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT				
The following Indiana Standards are also essential for preparing students to be successful: 5.3.2, 5.3.6, 5.3.7				
RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.3.5)				
RL. 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
RL. 5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5.3.1)				
RL.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) (5.3.3)				
RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (NEW)				
RL. 6 Describe how a narrator's or speaker's point of view influences how events are described. (5.3.8)				
RL. 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. (5.3.4, 5.3.8)				
RL. 7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (NEW)				

<p>RL. 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. (Standard 3)</p>				
<p>RL.8 (Not applicable to literature)</p>				
<p>READING STANDARDS FOR INFORMATIONAL TEXT</p>				
<p>READING: COMPREHENSION AND ANALYSIS OF NONFICTION AND INFORMATIONAL TEXT</p>				
<p>The following Indiana Standards are also essential for preparing students to be successful: 5.2.1, 5.2.5, 5.2.6</p>				
<p>RI. 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. (5.1.6)</p>				
<p>RI. 8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (5.2.3)</p>				
<p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5.2.3, 5.5.7)</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) CHRONOLOGY</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) COMPARISON</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) CAUSE/EFFECT</p>				

RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.2.3, 5.2.4)				
RI.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. (NEW)				
RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (NEW)				
RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.5.3)				
RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (NEW)				
RI.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. (Standard 2)				
LANGUAGE STANDARDS				
READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
WRITING: ENGLISH LANGUAGE CONVENTIONS				
The following Indiana Standards are also necessary for preparing students to be successful: 5.6.1, 5.6.2, 5.6.4, 5.6.6, 5.1.1				
L.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). (5.5.5)				

<p>L.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.</p>				
<p>L.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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5.1.2)</p>				
<p>L.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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) (5.1.6)</p>				
<p>L.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. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (5.1.4)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. (5.1.3, 5.1.5)</p>				

<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5.1.3, 5.1.5)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., either/or, neither/nor) (5.6.3)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.6.7, 5.6.5)</p>				

<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.6.7, 5.6.5) a. Use punctuation to separate items in a series.</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma to set off the words yes and no. (e.g., yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.</p>				
<p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NEW)</p>				
<p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (NEW)</p>				
<p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (NEW)</p>				
<p>SPEAKING AND LISTENING STANDARDS</p>				

LISTENING AND SPEAKING: SKILLS, STRATEGIES, AND APPLICATIONS				
<p>SL.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 others' ideas and expressing their own clearly.</p>				
<p>SL.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 others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>				
<p>SL.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 others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>				
<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-on, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>				

<p>SL.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 others' ideas and expressing their own clearly.</p> <p style="text-align: right;">d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>				
<p>SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
<p>SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>				
<p>SL.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.</p>				
<p>SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>				
<p>SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>				
<p style="text-align: center;">WRITING STANDARDS</p>				
<p>WRITING: PROCESSES AND FEATURES</p>				
<p>WRITING: APPLICATIONS</p>				
<p>The following Indiana Standards are also essential for preparing students to be successful: 5 .4.7, 5.5.4, 5.5.5, 5.5.7</p>				
<p>W.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. (5.5.6)</p>				

<p>W.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. (5.4.4, 5.4.5, 5.5.3)</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>				

<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1) e. Provide a conclusion that follows from the narrated experiences or events.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2)</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) a. 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.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) e. Provide a concluding statement or section related to the information or explanation presented.</p>				

<p>W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3) a. 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]") (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3) b. 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]"). (5.5.3)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) a. 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.</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) b. Provide logically ordered reasons that are supported by facts and details.</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p>				

<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) d. Provide a concluding statement or section related to the opinion presented.</p>				
<p>W.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. (5.4.1, 5.4.9, 5.4.10)</p>				
<p>W. 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.)</p>				
<p>W.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.</p>				
QUARTER 2				
FOUNDATIONAL SKILLS FOR READING				
READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
<p>RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Knowledge letter-sound correspondences) (NEW)</p>				
<p>RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (syllabication patterns) (NEW)</p>				

RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (morphology - roots and affixes) (NEW)				
RF.4 Read with sufficient accuracy and fluency to support comprehension (5.1.1, 1.1.12)				
RF.4 a. Read grade-level text with purpose and understanding				
RF. 4 b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression				
RF. 4c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.				
READING STANDARDS FOR LITERATURE				
READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT				
The following Indiana Standards are also essential for preparing students to be successful: 5.3.2, 5.3.6, 5.3.7				
RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.3.5)				
RL. 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
RL. 5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5.3.1)				
RL.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) (5.3.3)				

RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (NEW)				
RL. 6 Describe how a narrator's or speaker's point of view influences how events are described. (5.3.8)				
RL. 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. (5.3.4, 5.3.8)				
RL. 7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (NEW)				
RL. 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. (Standard 3)				
RL.8 (Not applicable to literature)				
READING STANDARDS FOR INFORMATIONAL TEXT				
READING: COMPREHENSION AND ANALYSIS OF NONFICTION AND INFORMATIONAL TEXT				
The following Indiana Standards are also essential for preparing students to be successful: 5.2.1, 5.2.5, 5.2.6				
RI. 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. (5.1.6)				
RI. 8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (5.2.3)				
RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5.2.3, 5.5.7)				

<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) CHRONOLOGY</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) COMPARISON</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) CAUSE/EFFECT</p>				
<p>RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.2.3, 5.2.4)</p>				
<p>RI.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. (NEW)</p>				
<p>RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (NEW)</p>				
<p>RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.5.3)</p>				
<p>RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (NEW)</p>				
<p>RI.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. (Standard 2)</p>				
LANGUAGE STANDARDS				

READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
WRITING: ENGLISH LANGUAGE CONVENTIONS				
The following Indiana Standards are also necessary for preparing students to be successful: 5.6.1, 5.6.2, 5.6.4, 5.6.6, 5.1.1				
L.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). (5.5.5)				
L.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.				
L.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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5.1.2)				
L.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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) (5.1.6)				
L.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. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (5.1.4)				

L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (5.1.3, 5.1.5)				
L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors , in context . (5.1.3, 5.1.5)				
L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs . (5.1.3, 5.1.5)				
L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5.1.3, 5.1.5)				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.6.3)				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5.6.3)				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses . (5.6.3)				
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences , states, and conditions. (5.6.3)				

<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., either/or, neither/nor) (5.6.3)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.6.7, 5.6.5) a. Use punctuation to separate items in a series.</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma to set off the words yes and no. (e.g., yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.</p>				

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NEW)				
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (NEW)				
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (NEW)				
SPEAKING AND LISTENING STANDARDS				
LISTENING AND SPEAKING: SKILLS, STRATEGIES, AND APPLICATIONS				
SL.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 others' ideas and expressing their own clearly.				
SL.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 others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
SL.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 others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles.				

<p>SL.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 others' ideas and expressing their own clearly.</p> <p style="text-align: right;">c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>				
<p>SL.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 others' ideas and expressing their own clearly.</p> <p style="text-align: right;">d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>				
<p>SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
<p>SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>				
<p>SL.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.</p>				
<p>SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>				
<p>SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>				
WRITING STANDARDS				
WRITING: PROCESSES AND FEATURES				
WRITING: APPLICATIONS				
The following Indiana Standards are also essential for preparing students to be successful: 5 .4.7, 5.5.4, 5.5.5, 5.5.7				

<p>W.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. (5.5.6)</p>				
<p>W.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. (5.4.4, 5.4.5, 5.5.3)</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1) a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1) b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1) c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1) d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>				

<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1) e. Provide a conclusion that follows from the narrated experiences or events.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2)</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) a. 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.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) e. Provide a concluding statement or section related to the information or explanation presented.</p>				

<p>W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3) a. 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]") (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3) b. 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]"). (5.5.3)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) a. 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.</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) b. Provide logically ordered reasons that are supported by facts and details.</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p>				

<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2) d. Provide a concluding statement or section related to the opinion presented.</p>				
<p>W.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. (5.4.1, 5.4.9, 5.4.10)</p>				
<p>W. 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.)</p>				
<p>W.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.</p>				
Quarter 3				
FOUNDATIONAL SKILLS FOR READING				
READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
<p>RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Knowledge letter-sound correspondences) (NEW)</p>				

RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (syllabication patterns) (NEW)				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (morphology - roots and affixes) (NEW)				
RF.4 Read with sufficient accuracy and fluency to support comprehension (5.1.1, 1.1.12)				
RF.4 a. Read grade-level text with purpose and understanding				
RF. 4 b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression				
RF. 4c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.				
READING STANDARDS FOR LITERATURE				
READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT				
The following Indiana Standards are also essential for preparing students to be successful: 5.3.2, 5.3.6, 5.3.7				
RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.3.5)				
RL. 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				

RL. 5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5.3.1)				
RL.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) (5.3.3)				
RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics . (NEW)				
RL. 6 Describe how a narrator's or speaker's point of view influences how events are described. (5.3.8)				
RL. 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. (5.3.4, 5.3.8)				
RL. 7 Analyze how visual and multimedia elements contribute to the meaning, tone , or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (NEW)				
RL. 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. (Standard 3)				
RL.8 (Not applicable to literature)				
READING STANDARDS FOR INFORMATIONAL TEXT				
READING: COMPREHENSION AND ANALYSIS OF NONFICTION AND INFORMATIONAL TEXT				
The following Indiana Standards are also essential for preparing students to be successful: 5.2.1, 5.2.5, 5.2.6				
RI. 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. (5.1.6)				

<p>RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (NEW)</p>				
<p>RI.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. (Standard 2)</p>				
<p>LANGUAGE STANDARDS</p>				
<p>READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT</p>				
<p>WRITING: ENGLISH LANGUAGE CONVENTIONS</p>				
<p>The following Indiana Standards are also necessary for preparing students to be successful: 5.6.1, 5.6.2, 5.6.4, 5.6.6, 5.1.1</p>				
<p>L.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). (5.5.5)</p>				
<p>L.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.</p>				
<p>L.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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5.1.2)</p>				

<p>L.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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) (5.1.6)</p>				
<p>L.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. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (5.1.4)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5.1.3, 5.1.5)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.6.3)</p>				

<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense. (5.6.3)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., either/or, neither/nor) (5.6.3)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.6.7, 5.6.5) a. Use punctuation to separate items in a series.</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. (5.6.7, 5.6.5)</p>				

<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use a comma to set off the words yes and no. (e.g., yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works. (5.6.7, 5.6.5)</p>				
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>				
<p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NEW)</p>				
<p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (NEW)</p>				
<p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (NEW)</p>				
SPEAKING AND LISTENING STANDARDS				
LISTENING AND SPEAKING: SKILLS, STRATEGIES, AND APPLICATIONS				
<p>SL.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 others' ideas and expressing their own clearly.</p>				

<p>SL.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 others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>				
<p>SL.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 others' ideas and expressing their own clearly.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>				
<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-on, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building others' ideas and expressing their own clearly.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>				
<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-on, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building others' ideas and expressing their own clearly.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>				
<p>SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
<p>SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>				

<p>SL.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.</p>				
<p>SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>				
<p>SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>				
<p>WRITING STANDARDS</p>				
<p>WRITING: PROCESSES AND FEATURES</p>				
<p>WRITING: APPLICATIONS</p>				
<p>The following Indiana Standards are also essential for preparing students to be successful: 5 .4.7, 5.5.4, 5.5.5, 5.5.7</p>				
<p>W.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. (5.5.6)</p>				
<p>W.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. (5.4.4, 5.4.5, 5.5.3)</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p>				
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.4.2, 5.5.1)</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>				

<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>				
<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.4.3, 5.5.2) e. Provide a concluding statement or section related to the information or explanation presented.</p>				
<p>W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3)</p>				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3) a. 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]") (5.5.3)</p>				

<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.5.3)</p> <p>b. 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]"). (5.5.3)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p> <p>a. 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.</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p>				
<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.5.2)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>				
<p>W.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. (5.4.1, 5.4.9, 5.4.10)</p>				
<p>W. 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.)</p>				

W.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.				
QUARTER 4				
FOUNDATIONAL SKILLS FOR READING				
READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns , and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Knowledge letter-sound correspondences) (NEW)				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (syllabication patterns) (NEW)				
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (morphology - roots and affixes) (NEW)				
RF.4 Read with sufficient accuracy and fluency to support comprehension (5.1.1, 1.1.12)				
RF.4 a. Read grade-level text with purpose and understanding				

RF. 4 b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression				
RF. 4c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.				
READING STANDARDS FOR LITERATURE				
READING: COMPREHENSION AND ANALYSIS OF LITERARY TEXT				
The following Indiana Standards are also essential for preparing students to be successful: 5.3.2, 5.3.6, 5.3.7				
RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.3.5)				
RL. 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
RL. 5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5.3.1)				
RL.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) (5.3.3)				
RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (NEW)				
RL. 6 Describe how a narrator's or speaker's point of view influences how events are described. (5.3.8)				
RL. 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. (5.3.4, 5.3.8)				

<p>RL. 7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (NEW)</p>				
<p>RL. 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. (Standard 3)</p>				
<p>RL.8 (Not applicable to literature)</p>				
<p>READING STANDARDS FOR INFORMATIONAL TEXT</p>				
<p>READING: COMPREHENSION AND ANALYSIS OF NONFICTION AND INFORMATIONAL TEXT</p>				
<p>The following Indiana Standards are also essential for preparing students to be successful: 5.2.1, 5.2.5, 5.2.6</p>				
<p>RI. 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. (5.1.6)</p>				
<p>RI. 8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (5.2.3)</p>				
<p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5.2.3, 5.5.7)</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) CHRONOLOGY</p>				
<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) COMPARISON</p>				

RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5.2.2) CAUSE/EFFECT				
RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.2.3, 5.2.4)				
RI.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. (NEW)				
RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (NEW)				
RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.5.3)				
RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (NEW)				
RI.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. (Standard 2)				
LANGUAGE STANDARDS				
READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT				
WRITING: ENGLISH LANGUAGE CONVENTIONS				
The following Indiana Standards are also necessary for preparing students to be successful: 5.6.1, 5.6.2, 5.6.4, 5.6.6, 5.1.1				

<p>L.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). (5.5.5)</p>				
<p>L.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.</p>				
<p>L.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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5.1.2)</p>				
<p>L.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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) (5.1.6)</p>				
<p>L.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. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (5.1.4)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. (5.1.3, 5.1.5)</p>				

<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. (5.1.3, 5.1.5)</p>				
<p>L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5.1.3, 5.1.5)</p>				
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.6.3)</p>				

Highlighted quarters represent mastery expected					
	2011-2012 Common Core State Standards Language Arts	Q1	Q2	Q3	Q4
Quarter 1					
	K.RF.1.a-1. Demonstrate how to hold a book with correct orientation.				
	K.RF.1.a-2. Distinguish pictures from words by pointing when prompted.				
	K.RF.1.a-3. Locate on a printed page where to start reading with multiple lines of text.				
	K.RF.1.a-4. Demonstrate that the left page of a book is read before the right page of a book.				
	K.RF.1.a-5. Track text with a finger on a printed page from left to right.				
	K.RF.1.a-6. Track text with finger from one line of the printed page to the next line on the same printed page (return sweep).				
	K.RF.1.a-7. Demonstrate that pages are turned one at a time in a sequence from front to back.				
	K.RF.1.a. Follow words from left to right, top to bottom, and page by page.	R			
	K.RF.1.b-1. Distinguish letters from numbers on a printed page by pointing.				
	K.RF.1.b-2. Locate a letter on a printed page within text.				
	K.RF.1.b-3. State that letters are placed together to form words.				
	K.RF.1.b-4. Locate a word on a printed page within text (reads own name).				
	K.RF.1.b-5. Listen to spoken sentence(s) and state individual words in the sentence(s).				
	K.RF.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.				
	K.RF.1.c-1. Isolate words within printed text. Example: Isolate words using index cards or by circling words.				
	K.RF.1.c-2. Point to individual words using one-to-one correspondence.				
	K.RF.1.c. Understand that words are separated by spaces in print.				

	K.RF.1.d-1. Identify orally at least 50 percent of uppercase letters in random order.	R			
	K.RF.1.d-2. Identify orally at least 50 percent of lowercase letters in random order.	R			
	K.RF.2.a-1. Identify if words rhyme when given a spoken prompt.	R			
	K.RF.2.a-2. State corresponding rhyming words in response to an oral prompt.				
	K.RF.2.a. Recognize and produce rhyming words.				
	K.RF.2.b-1. Recognize the concept of a syllable (e.g., parts/chunks of a word).				
	K.RF.2.b-2. Count and state the number of syllables in words.				
	K.RF.2.d-1. State the initial sounds in three-phoneme words. *(This does not include CVCs ending with /l/, /r/, or /x/.)	R			
	K.RF.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	R			
	K.RI.4.a. With prompting and support, recognize that words have a meaning. New				
	K.RI.4.b. With prompting and support, recognize when a word is not understood in the context of a text. New				
	K.RI.5.a. Identify the front cover of a book.				
	K.RI.5.b. Identify the back cover of a book.				
	K.RI.5.c. Identify the title page of a book.				
	K.RI.6.a. With prompting and support, locate the name of the author. New				
	K.RI.6.b. With prompting and support, define the role of the author in presenting ideas or information. New				
	K.RI.6.c. With prompting and support, locate the name of the illustrator. New				
	K.RI.6.d. With prompting and support, define the role of the illustrator in presenting ideas or information. New				
	K.RI.7.a. Recognize that illustrations (pictures, drawings, charts, captions) depict a person, place, thing, or idea that is in the text.				
	K.RI.10. Actively engage in group reading activities with purpose and understanding.	R			
	K.RL.2.a. With prompting and support, identify orally one key detail (characters, setting, major events) of familiar stories.				
	K.RL.2.b. With prompting and support, identify orally two or more key details (characters, setting, major events) of familiar stories.	R			
	K.RL.3.a. With prompting and support, define the term characters.				

	K.RL.3.b. With prompting and support, identify characters in a story.	R			
	K.RL.3.c. With prompting and support, define the term setting.				
	K.RL.3.d. With prompting and support, identify setting(s) in a story.	R			
	K.RL.4.a. With prompting and support, recognize that words have a meaning.				
	K.RL.4.b. With prompting and support, recognize when a word is not understood in the context of a story. New				
	K.RL.6.a. With prompting and support, locate the name of the author. New				
	K.RL.6.b. With prompting and support, define the role of the author in telling the story. New				
	K.RL.6.c. With prompting and support, locate the name of the illustrator. New				
	K.RL.6.d. With prompting and support, define the role of the illustrator in telling the story. New				
	K.RL.7.a. Identify that illustrations tell a story or help tell a story.				
	K.RL.10. Actively engage in group reading activities with purpose and understanding.				
	K.W.1.a. State the title of a book.				
	K.W.1.b. State the topic or main idea of a fiction book.				
	K.W.1.c. State the topic or main idea of a non-fiction book.				
	K.W.3.a. Orally identify events or experiences from their own lives.				
	K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
	K.L.1.a-1. Print at least 50% of uppercase letters.				
	K.L.1.a-2. Print at least 50% of lowercase letters.				
	K.L.1.b. Use frequently occurring nouns and verbs.				
	K.L.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). New				
	K.L.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).				
	K.L.1.f-1. Produce complete sentences in shared language activities.	R			
	K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Examples: pair and share, confer with teacher, reader's chair/author's chair with interaction that involves conversation, interactive read alouds. New				

	K.SL.1.a. Listen to and follow directions.				
	K.SL.1.b. Define the term conversation. New				
	K.SL.1.c. Define the term topic. New				
	K.SL.1.d. State and follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion, looking at the speaker, using volume and tone appropriate for the setting, thinking about what the speaker is saying). New				
	K.SL.1.e. Participate in a conversation about a book or text and other kindergarten topics.				
	K.SL.1.f. Speak to and respond to an adult in complete sentences. New				
	K.SL.1.g. Speak to and respond to a partner in complete sentences. New				
	K.SL.1.h. Speak to and respond in a group in complete sentences. New				
	K.SL.1.i. Express a relevant response (on topic) by listening to the conversation. New				
	K.SL.1.j. Continue a conversation through multiple exchanges. New				
	K.SL.1.k. Speak in complete, meaningful sentences. New				
	K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
	K.SL.2.a. Identify key details (important information) from oral communications. New				
	K.SL.2.b. Define the term question. New				
	K.SL.2.c. Answer questions related to key details in oral presentations (e.g., guest speaker, video, audio recording). New				
	K.SL.2.d. Ask questions for clarification about key details from a text read aloud or information presented orally or through other media. New				
	K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. New				
	K.SL.3.a. Distinguish between a statement and a question. New				
	K.SL.3.b. Answer yes/no questions. New				
	K.SL.3.c. Answer who, what, when, where, and how questions. New				
	K.SL.4.a. Identify and describe familiar people.				
	K.SL.4.b. Identify and describe familiar places.				

	K.SL.4.c. Identify and describe familiar things.			
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	K.SL.4.d. Identify and describe familiar events.				
	K.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly. New				
	K.SL.6.a. Understand what feelings are (e.g., happy, sad, angry, scared, anxious, excited, nervous, mad).				
	K.SL.6.b. Role play different voice levels. Use the appropriate voice level for one to one, table/small group, whole group, and outdoor settings. New				
	K.SL.6.c. Express ideas in complete sentences so that everyone can understand.				

Quarter 2					
	K.RF.1.a-6. Track text with finger from one line of the printed page to the next line on the same printed page (return sweep).				
	K.RF.1.a-7. Demonstrate that pages are turned one at a time in a sequence from front to back.				
	K.RF.1.b-5. Listen to spoken sentence(s) and state individual words in the sentence(s).				
	K.RF.1.c-2. Point to individual words using one-to-one correspondence.				
	K.RF.1.d-3. Identify orally all uppercase letters in random order.		R		
	K.RF.1.d-4. Identify orally all lowercase letters in random order.		R		
	K.RF.2.a-1. Identify if words rhyme when given a spoken prompt.				
	K.RF.2.a-2. State corresponding rhyming words in response to an oral prompt.		R		
	K.RF.2.b-1. Recognize the concept of a syllable (e.g., parts/chunks of a word).				
	K.RF.2.b-2. Count and state the number of syllables in words.				
	K.RF.2.b-3. Blend syllables together to form a word when given an oral prompt (e.g., po – ta – to = potato; ham – burg – er = hamburger).				
	K.RF.2.b-4. Segment words into syllables orally when given a spoken prompt (e.g., potato = po – ta – to; hamburger = ham – burg – er).				
	K.RF.2.c-1. Blend onsets and rimes of single-syllable words when given by a teacher (See Appendix A, page 19).				
	K.RF.2.c-2. Segment onsets and rimes of single-syllable words when given by a teacher (See Appendix A, page 19).				
	K.RF.2.d-1. State the initial sounds in three-phoneme words. *(This does not include CVCs ending with /l/, /r/, or /x/.)		R		
	K.RF.2.d-2. State the final sounds in three-phoneme words. * (This does not include CVCs ending with /l/, /r/, or /x/.)				
	K.RF.2.e-1. Blend at least three phonemes together to state one-syllable words.		R		
	K.RF.2.e-2. Segment one-syllable (3 phonemes) words into phonemes.		R		
	K.RF.3.a-1. Produce 50 percent of the primary or most frequent sounds for each consonant. **SGCS will assess on 100% instead of 50%		R**		
	K.RF.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		R		

	K.RI.1.a. With prompting and support, answer simple questions about key details (individuals, events, ideas, or pieces of information) in a text. New		R		
	K.RI.2.a. With prompting and support, identify the main topic in a text. New				
	K.RI.4.b. With prompting and support, recognize when a word is not understood in the context of a text. New				
	K.RI.4.c. With prompting and support, answer questions about unknown words in a text. New				
	K.RI.5. Identify the front cover, back cover, and title page of a book.				
	K.RI.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. New				
	K.RI.6.a. With prompting and support, locate the name of the author. New				
	K.RI.6.b. With prompting and support, define the role of the author in presenting ideas or information. New				
	K.RI.6.c. With prompting and support, locate the name of the illustrator. New				
	K.RI.6.d. With prompting and support, define the role of the illustrator in presenting ideas or information. New				
	K.RI.7.b. With prompting and support, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.				
	K.RI.8.a. With prompting and support, identify the primary subject or topic in an informational text. New				
	K.RI.9.a. Identify differences between two texts on the same topic. New				
	K.RL.1.a. With prompting and support, orally answer questions asked by the teacher about key details (characters, setting, major events) in a text. New				
	K.RL.2.c. With prompting and support, sequence identified key details (characters, setting, major events) of familiar stories.				
	K.RL.2.d. With prompting and support, recognize the beginning, middle, and end of familiar stories.		R		
	K.RL.3.e. With prompting and support, identify major events in a story.				
	K.RL.4.b. With prompting and support, recognize when a word is not understood in the context of a story. New				
	K.RL.4.c. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.				

	K.RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				
	K.RL.6.a. With prompting and support, locate the name of the author. New				
	K.RL.6.b. With prompting and support, define the role of the author in telling the story. New				
	K.RL.6.c. With prompting and support, locate the name of the illustrator. New				
	K.RL.6.d. With prompting and support, define the role of the illustrator in telling the story. New				
	K.RL.7.b. Explain that illustrations support and extend the story.				
	K.RL.9.a. With prompting and support, describe the meaning of contrast. New				
	K.RL.9.b. With prompting and support, contrast the adventures and experiences of characters in familiar stories. New				
	K.RL.10.a. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.				
	K.RL.10. Actively engage in group reading activities with purpose and understanding.				
	K.W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is..).		R		
	K.W.1.a. State the title of a book.				
	K.W.1.b. State the topic or main idea of a fiction book.				
	K.W.1.c. State the topic or main idea of a non-fiction book.				
	K.W.1.c. State the topic or main idea of a non-fiction book.				
	K.W.1.e. Share opinions/preferences orally about a topic or book using sentence starters (e.g., My favorite book is . . .). New				
	K.W.1.f. Share opinions/preferences orally about a topic or book. New				
	K.W.1.g. Use a combination of drawing and writing to independently compose an opinion/preference piece about a fictional topic/book. New				
	K.W.1.h. Use a combination of drawing and writing to independently compose an opinion/preference piece about a non-fictional topic/book. New				

	K.W.3.b. Use a combination of drawing, dictating, and writing to sequence several events or experiences into a beginning, middle, or end of a narrative. New				
	K.W.3.c. Describe reactions or feelings to selected events or experiences. New				
	K.W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				
	K.W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. New				
	K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
	K.L.1.a-3. Print all uppercase letters.		R		
	K.L.1.a-4. Print all lowercase letters.		R		
	K.L.1.f-2. Write by moving left to right and from top to bottom.				
	K.L.1.f-3. Produce a complete simple sentence in writing.				
	K.L.2.a-2. Capitalize the pronoun I in writing.				
	K.L.2.b. Recognize and name end punctuation. New				
	K.L.2.c-1. Write a letter or letters for consonant sounds (phonemes).				
	K.L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		R		
	K.L.5.a-1. Sort common objects into categories to gain a sense of the concepts the categories represent (e.g., shapes, food). New				
	K.L.5.a-2. Describe the attributes used to sort objects into categories. New				
	K.L.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). New				
	K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Examples: pair and share, confer with teacher, reader's chair/author's chair with interaction that involves conversation, interactive read alouds. New				
	K.SL.1.a. Listen to and follow directions.				
	K.SL.1.e. Participate in a conversation about a book or text and other kindergarten topics.				

	K.SL.1.f. Speak to and respond to an adult in complete sentences. New					
	K.SL.1.g. Speak to and respond to a partner in complete sentences. New					
	K.SL.1.h. Speak to and respond in a group in complete sentences. New					
	K.SL.1.i. Express a relevant response (on topic) by listening to the conversation. New					
	K.SL.1.j. Continue a conversation through multiple exchanges. New					
	K.SL.1.k. Speak in complete, meaningful sentences. New					
	K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
	K.SL.2.a. Identify key details (important information) from oral communications. New					
	K.SL.2.c. Answer questions related to key details in oral presentations (e.g., guest speaker, video, audio recording). New					
	K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. New					
	K.SL.3.c. Answer who, what, when, where, and how questions. New					
	K.SL.3.d. Ask questions using proper question words and phrases (e.g., who, what, when, where, and how). New					
	K.SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. New					
	K.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly. New					
	K.SL.6.c. Express ideas in complete sentences so that everyone can understand.					

Quarter 3					
	K.RF.2.b-2. Count and state the number of syllables in words.				
	K.RF.2.b-3. Blend syllables together to form a word when given an oral prompt (e.g., po – ta – to = potato; ham – burg – er = hamburger).				
	K.RF.2.b-4. Segment words into syllables orally when given a spoken prompt (e.g., potato = po – ta – to; hamburger = ham – burg – er).				
	K.RF.2.b. Count, pronounce, blend, and segment syllables in spoken words.				
	K.RF.2.c-1. Blend onsets and rimes of single-syllable words when given by a teacher (See Appendix A, page 19).				
	K.RF.2.c-2. Segment onsets and rimes of single-syllable words when given by a teacher (See Appendix A, page 19).				
	K.RF.2.d-2. State the final sounds in three-phoneme words. * (This does not include CVCs ending with /l/, /r/, or /x/.)				
	K.RF.2.d-3. State the medial sounds in 3 phoneme words. * (This does not include CVCs ending with /l/, /r/, or /x/.)				
	K.RF.2.e-1. Blend at least three phonemes together to state one-syllable words.				
	K.RF.2.e-2. Segment one-syllable (3 phonemes) words into phonemes.				
	K.RF.2.e-3. Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds (e.g., cat becomes hat). New				
	K.RF.2.e-4. Add individual sounds to simple one-syllable words to make new words. Start with beginning sounds (e.g., art becomes part; car becomes cart). New				
	K.RF.3.a-2. Produce all of the primary or most frequent sounds for each consonant.				

	K.RF.3.b-1. Recognize short vowel sounds (a, e, i, o, u) within common spellings.					
	K.RF.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).					
	K.RF.4. Read emergent-reader texts with purpose and understanding.					
	K.RI.1.b. With prompting and support, ask simple questions about key details (individuals, events, ideas, or pieces of information) in a text. New					
	K.RI.2.b. With prompting and support, retell orally two or more key details (individuals, events, ideas, pieces of information) in a text. New					
	K.RI.3.a. With prompting and support, describe differences between two individuals, events, ideas, or pieces of information in a text. New					
	K.RI.3.b. With prompting and support, describe similarities between two individuals, events, ideas, or pieces of information in a text. New					
	K.RI.4.b. With prompting and support, recognize when a word is not understood in the context of a text. New					
	K.RI.4.d. With prompting and support, ask about unknown words in a text. New					
	K.RI.7.b. With prompting and support, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.					
	K.RI.8.a. With prompting and support, identify the primary subject or topic in an informational text. New					
	K.RI.8.b. With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in informational text. New					
	K.RI.8. With prompting and support, identify the reasons an author gives to support points in a text. New					

	K.RI.9.a. Identify differences between two texts on the same topic. New				
	K.RI.9.b. Identify basic similarities between two texts on the same topic. New				
	K.RI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). New				
	K.RI.10. Actively engage in group reading activities with purpose and understanding.				
	K.RL.1.b. With prompting and support, ask simple questions about key details (characters, setting, major events) in a text. New				
	K.RL.2.e. With prompting and support, retell orally the beginning, middle, and end of familiar stories.			R	
	K.RL.3.e. With prompting and support, identify major events in a story.				
	K.RL.4.a. With prompting and support, recognize that words have a meaning.				
	K.RL.4.b. With prompting and support, recognize when a word is not understood in the context of a story. New				
	K.RL.4.c. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.				
	K.RL.4.e-1. Use pictures to figure out unknown words.				
	K.RL.4.e-2. Break words into sounds to read unknown words.				
	K.RL.4.e-3. Chunk unknown words into parts to read unknown words.				
	K.RL.4.e. Understand and use fix-up strategies.				
	K.RL.5.a. Recognize storybooks by their features (pictures, text, illustrations). New				
	K.RL.5.b. Recognize poems by the features (stanza, format, rhyme). New				
	K.RL.5. Recognize common types of texts (e.g., storybooks, poems). New				
	K.RL.9.c. With prompting and support, describe the meaning of compare. New				
	K.RL.9.d. With prompting and support, compare the adventures and experiences of characters in familiar stories. New				
	K.RL.10.a. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.				
	K.RL.10. Actively engage in group reading activities with purpose and understanding.				

	K.W.1.g. Use a combination of drawing and writing to independently compose an opinion/preference piece about a fictional topic/book. New				
	K.W.1.h. Use a combination of drawing and writing to independently compose an opinion/preference piece about a non-fictional topic/book. New				
	K.W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. New				
	K.L.1.a-3. Print all uppercase letters.			R	
	K.L.1.a-4. Print all lowercase letters.			R	
	K.L.1.f-4. Expand complete sentences in shared language activities.				
	K.L.1.f-5. Expand complete sentences in independent writing.				
	K.L.2.a-1. Capitalize the first word in a sentence.				
	K.L.2.c-2. Write a letter or letters for short vowel sounds (phonemes).				
	K.L.4.b-1. State the meanings of commonly used inflectional suffixes (e.g., -ed, -s, -ing). New				
	K.L.5.a-1. Sort common objects into categories to gain a sense of the concepts the categories represent (e.g., shapes, food). New				
	K.L.5.a-2. Describe the attributes used to sort objects into categories. New				
	K.L.5.b-2. Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms) (e.g., hot/cold, long/short, fat/skinny, thick/thin, bumpy/smooth). New				
	K.L.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance, talk, shout, ask, demand) by acting out the meanings. New				
	K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Examples: pair and share, confer with teacher, reader's chair/author's chair with interaction that involves conversation, interactive read alouds. New				
	K.SL.1.a. Listen to and follow directions.				
	K.SL.1.b. Define the term conversation. New				
	K.SL.1.c. Define the term topic. New				

	K.SL.1.d. State and follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion, looking at the speaker, using volume and tone appropriate for the setting, thinking about what the speaker is saying). New				
	K.SL.1.e. Participate in a conversation about a book or text and other kindergarten topics.				
	K.SL.1.f. Speak to and respond to an adult in complete sentences. New				
	K.SL.1.g. Speak to and respond to a partner in complete sentences. New				
	K.SL.1.h. Speak to and respond in a group in complete sentences. New				
	K.SL.1.i. Express a relevant response (on topic) by listening to the conversation. New				
	K.SL.1.j. Continue a conversation through multiple exchanges. New				
	K.SL.1.k. Speak in complete, meaningful sentences. New				
	K.SL.2.a. Identify key details (important information) from oral communications. New				
	K.SL.2.c. Answer questions related to key details in oral presentations (e.g., guest speaker, video, audio recording). New				
	K.SL.2.d. Ask questions for clarification about key details from a text read aloud or information presented orally or through other media. New				
	K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
	K.SL.3.c. Answer who, what, when, where, and how questions. New				
	K.SL.3.d. Ask questions using proper question words and phrases (e.g., who, what, when, where, and how). New				
	K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. New				
	K.SL.4.e. Name one or more attributes of familiar people, places, things, or events. Example: Use your five senses to describe . . . ; Select attributes that describe . . .				

	K.SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				
	K.SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. New				
	K.SL.6.c. Express ideas in complete sentences so that everyone can understand.				
	K.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly. New				

Quarter 4					
	K.RF.2.b-2. Count and state the number of syllables in words.				
	K.RF.2.b-4. Segment words into syllables orally when given a spoken prompt (e.g., potato = po – ta – to; hamburger = ham – burg – er).				
	K.RF.2.d-3. State the medial sounds in 3 phoneme words. * (This does not include CVCs ending with /l/, /r/, or /x/.)				
	K.RF.2.e-2. Segment one-syllable (3 phonemes) words into phonemes.				
	K.RF.2.e-3. Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds (e.g., cat becomes hat). New				
	K.RF.2.e-4. Add individual sounds to simple one-syllable words to make new words. Start with beginning sounds (e.g., art becomes part; car becomes cart). New				R
	K.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
	K.RF.3.b-1. Recognize short vowel sounds (a, e, i, o, u) within common				
	K.RF.3.b-2. Recognize long vowel sounds (a, e, i, o, u) within common spellings. New				
	K.RF.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).				R
	K.RF.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Example: Look at cat and cot. State that they are different because cat has /a/ in the middle and cot has /o/ in the middle.				
	K.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.				
	K.RF.4. Read emergent-reader texts with purpose and understanding.				R
	K.RF.4.a. Use self-correcting strategies when reading simple sentences.				R
	K.RI.1. With prompting and support, ask and answer questions about key details in a text. New				
	K.RI.2. With prompting and support, identify the main topic and retell key details of a text. New				
	K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. New				

	K.RI.4. With prompting and support, ask and answer questions about unknown words in a text. New				
	K.RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).				
	K.RI.8. With prompting and support, identify the reasons an author gives to support points in a text. New				
	K.RI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). New				
	K.RL.10. Actively engage in group reading activities with purpose and understanding.				
	K.RL.1. With prompting and support, ask and answer questions about key details in a text. New				
	K.RL.2.f. With prompting and support, retell orally the beginning, middle, and end of familiar stories including two or more key details (characters, setting, and major events).				
	K.RL.3. With prompting and support, identify characters, settings, and major				
	K.RL.4.b. With prompting and support, recognize when a word is not understood in the context of a story. New				
	K.RL.4.c. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.				
	K.RL.4.d. With prompting and support, ask about unknown words (new vocabulary) in a story. New				
	K.RL.4.e-1. Use pictures to figure out unknown words.				
	K.RL.4.e-2. Break words into sounds to read unknown words.				
	K.RL.4.e-3. Chunk unknown words into parts to read unknown words.				
	K.RL.4.e. Understand and use fix-up strategies.				R
	K.RL.4. Ask and answer questions about unknown words in a text. New				
	K.RL.5. Recognize common types of texts (e.g., storybooks, poems). New				
	K.RL.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. New				
	K.RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				
	K.RL.10.a. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.				

	K.RL.10. Actively engage in group reading activities with purpose and understanding.				
	K.W.1.g. Use a combination of drawing and writing to independently compose an opinion/preference piece about a fictional topic/book. New				
	K.W.1.h. Use a combination of drawing and writing to independently compose an opinion/preference piece about a non-fictional topic/book. New				
	K.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				
	K.W.2.a. Discuss topics for writing informative/explanatory pieces.				
	K.W.2.b. State the informative/explanatory topic about which they are writing.				
	K.W.2.c. Brainstorm a variety of information about the selected topic.				
	K.W.2.d. Identify facts about their chosen topic.				
	K.W.2.e. Use drawings, dictating, and writing to convey facts about a topic.				
	K.W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. New				
	K.W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. New				
	K.W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). New				
	K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
	K.L.1.a-3. Print all uppercase letters.				R
	K.L.1.a-4. Print all lowercase letters.				R
	K.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	K.L.2.c-2. Write a letter or letters for short vowel sounds (phonemes).				

	K.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	K.L.4.a-1. Identify orally new meanings for familiar words (e.g., know a duck is a bird and learn the verb to duck). New				
	K.L.4.a-2. Apply new meanings for familiar words through pictures, written, or spoken language. New				
	K.L.4.b-1. State the meanings of commonly used inflectional suffixes (e.g., -ed, -s, -ing). New				
	K.L.4.b-2. State the meanings of commonly used suffixes (e.g., -ful, -less).				
	K.L.4.b-3. Determine the meanings of unknown words in text by using the				
	K.L.4.b-4. State the meanings of commonly used prefixes (e.g., re-, un-, pre-). New				
	K.L.4.b-5. Determine the meanings of unknown words in text by using the meanings of prefixes. New				
	K.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. New				
	K.L.5.b-1. Demonstrate understanding of frequently occurring verbs by relating them to their opposites (antonyms) (e.g., push/pull, run/walk, shout/whisper, stop/go, sit/stand). New				
	K.L.5.b-2. Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms) (e.g., hot/cold, long/short, fat/skinny, thick/thin, bumpy/smooth). New				
	K.L.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance, talk, shout, ask, demand) by acting out the meanings. New				
	K.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
	K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Examples: pair and share, confer with teacher, reader's chair/author's chair with interaction that involves conversation, interactive read alouds. New				

