North Caldwell Public Schools English Language Arts Curriculum Grades K-6



Board Approval: July 17, 2018

Table of Contents

New Jersey Student Learning Standards Overview

New Jersey Student Learning Standards

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas:
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Vision

The North Caldwell Public Schools "balanced literacy" approach relies on the belief that all students will exhibit literacy proficiency. Furthermore, our methods throughout this approach support a love of reading and writing through authentic experiences in the classroom and at home.

Balanced literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. Balanced literacy combines phonological awareness, phonemic awareness, word study, vocabulary and reading comprehension strategies.

The reading, writing, speaking and listening portions involve modeled, guided, shared, and independent practice through daily lessons using the gradual release method. With this "I do, we do, you do" approach, students benefit from experiencing a new concept with the help of their teachers and peers before practicing independently. By scaffolding instruction in this way, the teacher can work with each student individually to identify their abilities and bring them to a deeper level of understanding.

Interdisciplinary Connections

Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representation, and power of language inherent in the work of scholars and experts.

Each grade level's units of study alternate between fiction and non-fiction. The non-fiction units support the science and social studies standards for that grade level. Students are exposed to other subject areas through their literacy experiences.

Science, social studies, and language arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration.

Integration of Technology Standards

In this ever-changing digital world our students must be able to use technology to live, solve problems and continue to learn throughout their lives. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. Technology supports all curricular areas and multiple levels of mastery for all students.

Language Arts Curriculum K-6 Aligned to the Common Core Standards

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Language Arts Alignment to the Core State Standards

Language Arts is an integrated subject in which topics and lessons should be continually re-visited and adjusted as needed throughout the year. The following chart is a guide to when each standard could be addressed and/or introduced. The monthly timeline is flexible; however, all standards must be completed by the end of the school year.

KINDERGARTEN - CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	ОСТ	NOV	DEC	JAN
	RLK.1, RIK.1	RLK.5	RIK.3	RLK.4, RIK.4	RFK1.d
	-Ask and answer questions	-Recognize common types	-Describe connection	-Ask and answer	-Recognize and name all
	about key details in a text.	of text-e.g. story books,	between 2 individual's	questions about	uppercase and lowercase
	RIK.5	poems.	events, ideas or pieces	unknown words in a	letters of the alphabet.
	-Identify the front cover	RLK.2,	of information in a text.	text.	RFK.2b
	back cover and title page of	-Retell familiar stories	RLK.3,	RFK1.d	-Count, pronounce, blend
	a book.	including key details.	-Identify characters	-Recognize and name	and segment syllables in
	RLK.10, RIK.10	RIK.2	setting and major	all uppercase and	spoken word.
	-Engage in group reading	-identify main topics and	events in a story.	lowercase letters of the	RFK.3a
	activities with purpose and	retell key details of a text.	RFK1.d	alphabet.	-Demonstrate 1:1 letter
	understanding.	RFK.2d	-Recognize and name	RFK.2b	sound correspondence by
	RFK.1d	-Isolate and pronounce the	all uppercase and	-Blending and	producing primary or most
	-Recognize and name all	initial, medial vowel, and	lowercase letters of the	segmenting syllables in	frequent sound for each
	uppercase letters of the	final sound in CVC words.	alphabet.	spoken word.	consonant.
	alphabet.	RFK1.d	RFK.2a	RFK.2e	RFK.3b
	RFK.2c	-Recognize and name all	-Recognize and	-Add or substitute	-Associate long and short
	Blend and segment onsets	uppercase and lowercase	produce rhyming	individual sounds in	sounds with common
5545010	and rimes of single-syllable	letters of the alphabet.	words.	simple one syllable	spellings for 5 out of 5
READING	spoken words.	RFK.3a	RFK.2e	words to make new	vowels.
	RFK.3a	-Demonstrate 1:1 letter	-Add or substitute	words.	RFK.3c
	Identify, produce and	sound correspondence by	individual sounds in	RFK.3a	-Read common High
	demonstrate the primary	producing primary or most	simple one syllable	-Demonstrate 1:1 letter	Frequency words by sight.
	sound of consonant letters.	frequent sound for each	words to make new	sound correspondence	
	RFK.3b	consonant.	words.	by producing primary or	
	-Associate long and short sounds with common	RFK.3b	RFK.3a -Demonstrate 1:1 letter	most frequent sound for each consonant.	
	spellings for 1 out of 5	-Associate long and short sounds with common	sound correspondence	RFK.3b	
	vowels.	spellings for 2 out of 5	by producing primary or	-Associate long and	
	RFK.3c	vowels.	most frequent sound for	short sounds with	
	Identify High Frequency	RFK.3c	each consonant.	common spellings for 4	
	words.	-Read common High	RFK.3b	out of 5 vowels.	
	RFK.4	Frequency Words by sight.	-Associate long and	RFK.3c	
	Read emergent reader text	i requeries violus by signt.	short sounds with	-Read common High	
	with purpose and		common spellings for 3	Frequency words by	
	understanding.		out of 5 vowels.	sight.	
	and or otaliang.		RFK.3c	5.9.10	
			11111100		

WRITING	WK.1 -Use drawing, dictating and writing to compose opinion pieces that tell reader topic or name of book and state an opinion about	WK.2 -Use drawing, dictating and writing to compose informative/explanatory text. (eg name what they are writing about and supply	-Read common High Frequency words by sight. WK.3 -Use drawing, dictating and writing to narrate a single event, tell about event in order, and provide a reaction to	WK.5 -Respond to question from peers and add detail to strengthen writing as needed.	WK.6 -Explore a variety of digital tools to produce and publish writing.
	topic/book. Eg-My favorite book is	information about topic)	what happened.		
LANGUAGE	LK.1a -Print uppercase and lowercase letters. LK.1b -use nouns and verbs. LK.1c -Form regular plural nouns orally by adding s or es. LK.1d -Understand and use question words-who what where when why how etc.	LK.1a -Print uppercase and lowercase letters. LK.1b -use nouns and verbs. LK.1c -Form regular plural nouns orally by adding s or es. LK.1d -Understand and use question words-who what where when why how etc.	Lk2.a -Capitalize the first word in a sentence and the word I. Lk2.b -Recognize and name end punctuation.	Lk2.c -Write a letter or letters for most consonant and short vowel sounds- phonemes. Lk2.d -Spell simple words phonetically. LK.1f -Produce and expand complete sentences in shared language activities.	LK.1e -Use common prepositions- (e.g. to, from, in, out, on, off, for, of, and by.)
SPEAKING AND LISTENING	SLK.1 -Participate in collaborative conversations about topics and texts with adults and peers in small and large groups. SLK 1a Follow rules for discussion SLK 1b Continue conversation through multiple exchanges.	SLK.2 -Confirm understanding of a text read aloud or information presented orally by asking and answering questions about details and requesting clarification if something is not understood.	SLK.3 -Ask and answer questions from a speaker in order to seek help, get information or clarify information.	SLK.4 -Describe familiar people, places, things, and events, speaking clearly at an understandable pace.	SLK.5 -Add drawing to description as desired to provide additional detail.

SKILLS	FEB	MAR	APR	MAY	JUNE	
	RLK.6, RIK.6	RLK.7, RIK.7	RIK.8	RLK.9	RIK.9	
	-Name, author, and	-Describe the relationship	-Identify the reasons an	 With prompt and 	-With prompting and	
	illustrator and define the	between the illustrations and	author gives to support	support compare and	support identify similarities	
	role of each.	the story/text in which they	points in text.	contrast the adventures	in and differences between	
		appear.		and experiences of	2 texts on same topic.	
READING				characters in familiar		

READING (Cont')				stories.(text to comparisons)	RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3c Identify High Frequency words. RFK.3d Distinguish between similarly spelled words by identifying the sounds of letters that differ.
WRITING	WK.7 -Participate in shared research and writing projects. e.gexplore books by favorite author and express opinions about them.	WK.8 -Recall with support information from experiences or gather information from provided sources to answer a question.			
LANGUAGE	LK.4a -Identify new meanings for familiar words-(e.g. knowing duck is a bird and learning the verb to duck). LK.5a -Sort common objects into categories-e.g. shapes, foods etc. LK.5d -Distinguish or acct out shades of meaning among verbs describing the same general action- (e.g. walk, march, strut, prance)	LK.5b -Understand and identify antonyms.	LK.5c -Identify real life connections between words and their use- e.g. note places at school that are colorful	LK.4b -Using prefixes and suffixes as a clue to the meaning of an unknown word- e.g. ed, s, re, un, pre, ful, less	LK.6 -Use words and phrases acquired through conversations, reading and being read to.
SPEAKING AND LISTENING	SLK.6 -Speak audibly and express thoughts, feelings and ideas clearly.				

GRADE 1- LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	ОСТ	NOV	DEC	JAN
LANGUAGE	L.1a -Print all upper and lowercase letters L1.2b -Use end punctuation for sentences-question marks L1.2e -Use letter sounds to write some words. L1.2a -capitalization of date and names of people.	L1.2b -Use end punctuation for sentences-question marks L1.2e -Use developmental spelling or phonics-based knowledge to spell independently, when necessary. L1.1b -Identify and use nouns-common, proper, possessive.	L.1.2b -Use end punctuation for sentences-exclamation point L1.1c -Identify singular and plural nouns.	L11.e -Identify Verbs-past, present, future L1.2c -Use comma in dates and to separate single words in a series.	L1.1f -Identify and use Adjectives L1.1d -Use personal possessive and indefinite pronouns- I, my, me, they, them, their, anyone, everything.
WRITING	W1.3 -Writing personal narratives in which two or more appropriately sequenced events are recounted including details, temporal words to signal order and closure. W1.5 -With guidance and support from teacher edit work through response to peer review and adding details.	W1.3 W1.5	W1.2 -Write informative/explanatory texts that name a topic and provide facts and closure. W1.5	W1.2 -Write informative/explanatory texts that name a topic and provide, facts and closure. W1.5	W1.1 -Write opinion pieces introducing topic or name of book, state an opinion and supply a reason for opinion and provide sense of closure. W1.5
READING	RF1.4a. Read on level text with purpose and understanding RF1.4b. Read on level text orally with accuracy, rate, and expression RF1.4c. Use context to confirm or self correct word recognition, and understanding rereading as necessary. R1.1 -Ask and answer questions about key details in a text. RL1.7,RI1.7 -Use illustrations and details in text and story to describe	RF1.4abc RL1.1, RI1.1 -Ask and answer questions about key details in a text. RL1.3 -Describe character, settings, and major events in a story using key details. RF1.3b -Decode regularly spelled short one syllable words. RF1.3g - Recognize and read grade appropriate irregularly spelled words.	RF1.4abc RL1.5 -Explain differences between books that tell stories and books that give information. RI1.10 -With prompting and support read informational texts RF1.3g - Recognize and read grade appropriate irregularly spelled words. RF1.3a -Spell sound	RF1.4abc RL1.6 -Identify who is telling the story at various points in a text RF1.2d -Segment single syllable words into component sounds. RF1.3g - Recognize and read grade appropriate irregularly spelled words.	RF1.4abc RL1.2, RI1.2 -Identify main topic and retell key details of a textDemonstrate understanding of central message or lesson. RF1.2a -Distinguish between short and long vowel sounds in one syllable words. RF1.3c -final e, common vowel team conventions. RF1.3g - Recognize and read grade appropriate

READING (Cont')	main ideas, characters, setting, or events. RF1.1a Spelling sound correspondence for consonant digraphs (e.g. Sh, th, wh, ch)		correspondence digraphs blends.		irregularly spelled words.
	RF1.3a -Review of consonants and sounds. RF1.3g Recognize and read grade appropriate irregularly spelled words.				
SPEAKING AND LISTENING	SL1.1abc -Participate in collaborative conversations with peers and adults in small and large groups following rules for discussion, responding to comments of others, and asking clear questions.	SL1.2 -Ask and answer questions about details in text read aloud or information presented orally.	SL1.3 -Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL1.4 -Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL1.5 -Add drawings or other visual displays to descriptions when clarifying ideas, thoughts and feelings. SL1.6 -Produce and speak in complete sentences when appropriate to task and situation.

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L1.1g -Use frequently occurring conjunctions-and, but, or, so, because	L1.1h -Use determiners (articles and demonstratives) L1.5a -Sort words into categories-colors, clothing etc	L1.1i -Identify and use prepositions (e.g.during, beyond, toward) L1.5b -Define words by category and by one or more key attribute (e.g. "a duck is a bird that swims")	L1.1j -Produce and expand complete simple and compound, declarative, interrogative, imperative and exclamatory sentences in response to prompts L.5c -Identify real life connections between words and their use- e.g. "note places at home that are cozy"	L1.4a -Use sentence level context clues to identify meaning of an unknown or multiple meaning words and phrase. L1.4b Use frequently occurring affixes as a clue to the meaning of a word. L1.4c Identify frequently occurring root words and their inflectional forms. (e.g. Looks, looked) L1.5d

	W1.1 -Write opinion pieces introducing topic or name of	W1.7 -Participate in shared research and writing	W1.5 -With guidance and support focus on a	W1.6 -With guidance and support use a variety of	Distinguish shades of meaning among adjectives in intensity (large, gigantic) and verbs differing in manner-"look, peak, glance, stare" L1.6 -use words and phrases acquired through conversations, reading and being read to including using frequently occurring conjunctions (e.g. because) W1.8 -With guidance and support recall information
WRITING	book stating an opinion, provide a reason for opinion and sense of closure.	projects- how to books focusing on sequence of instructions.	topic, respond to questions and suggestions from peers add details to strengthen writing.	digital tools to produce and publish writing.	from experiences or gather information from sources to answer a question.
READING	RF1.4abc RL1.9,RI1.9,RI1.3 -Compare and contrast connections between individuals, events, ideas, differences in text, characters. RF1.3a -Decode and Encode Blends RF1.3f Decode Suffixes RF1.3g -Recognize and read grade appropriate irregularly spelled words.	RF1.4abc RI1.6 -Distinguish between information provided by pictures and information provided by pictures and information provided by the words in the text. RF1.3d -Break multisyllable words into syllables using knowledge that every syllable needs a vowel sound. RF1.3e - Decode multisyllable words by breaking words into syllables. RF1.3g Recognize and read grade appropriate irregularly spelled words	RF1.4abc RL1.4 -Identify words and phrases in stories and poems that suggest feelings or appeal to the senses RL1.10 With prompting and support read appropriate prose and poetry. RF1.3f -Read words with inflectional suffixes e.g., ed, ing. RF1.3g Recognize and read grade appropriate irregularly spelled words	RF1.4abc RI1.4 -Ask and answer questions to help determine the meaning of words in a text. RF1.3a -Spell Ending Blends RF1.3g Recognize and read grade appropriate irregularly spelled words	RF1.4abc RI1.5 -Know and use text features, headings, table contents, glossaries, and electronic menus, icons to locate key facts or information in a text. RI1.8 -Identify the reason an author gives to support points in a text. RF1.3f -Read words with plurals and suffixes es,ies RF1.3g Recognize and read grade appropriate irregularly spelled words
SPEAKING AND LISTENING	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.

GRADE 2 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	ОСТ	NOV	DEC	JAN
LANGUAGE	L2.1abc -Use collective nouns -Use frequently occurring irregular nouns (e.g., feet, mice) -Use reflexive pronouns (e.g., myself, ourselves) L2.2a -Capitalize proper nouns.	L2.1de -Use past tense of frequently occurring verbs (e.g., sat, hid, told) -Use and differentiate between adjectives and adverbs. L2.2b -Use commas in greetings and closing of letters.	L2.1f -Produce, expand and rearrange complete simple and complex sentences. (e.g., The boy watched the movie. The little boy watched the movie was watched by the little boy.) L2.2c -Use an apostrophe to form contractions and possessives. L2.2d -Generalize spelling patterns.	L2.2e -Use reference materials to check spellings	L2.3a -Compare formal and informal uses of English.
WRITING	W2.1 -Write opinion pieces introducing topic or name of book they are writing about, state an opinion, supply reasons that support the opinion using linking words and provide concluding statement or section.	W2.2 -Write informative/explanatory texts in which student names a topic, uses facts and definitions to develop points and provides a concluding statement.	W2.3 -Write narratives in which they recount well elaborated events or short sequence of events, include details to describe actions, thought, feelings, and provide closure. (e.g. use first, next, then, etc)	W2.5 With guidance and support focus on topic and strengthen writing by revising and editing.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peer
READING	RL2.1, RI2.1 -Ask and answer questions in a text (who, what, where, when and how). RF2.3a Distinguish and identify long and short vowels in regularly spelled one syllable words. RI2.4 Determine the meaning of words and phrases in a 2 nd grade level text.	RL2.2 -Recount stories including fables and folktales to determine central message lesson or moral. RI2.2 -Identify the main topic of a multi- paragraph text. RF2.3a -Distinguish and identify long and short vowels in regularly spelled words. RI2.4 Determine the meaning of	RL2.3 -Describe how characters in a story respond to major events and challenges. RI2.3 -Describe a connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RF2.3b Know spelling sound	RL2.4 -Describe how words and phrases (alliteration, rhymes etc.) supply rhythm and meaning in a story, poem or song. RI2.4 -Determine the meaning of words and phrases in a 2 nd grade level text. RF2.3b Know spelling sound correspondences for	RL2.5 -Describe the structure of a story. RI2.5 -Know and use various text features to locate facts or information. (e.g. Captions, bold print, icons, etc.) RF2.3c -Decode regularly spelled two-syllable words with long vowels. RI2.4 Determine the meaning of

		words and phrases in a 2 nd grade level text.	correspondences for common vowel teams. RI2.4 Determine the meaning of words and phrases in a 2 nd grade level text.	common vowel teams.	words and phrases in a 2 nd grade level text.
SPEAKING AND LISTENING ask SL: -Re ide rea pre	L2.1abc Participate in collaborative conversations with peers and adults in small and large roups following rules for scussion, responding to comments of others, and sking clear questions. L2.2 Recount or describe key eas or details from a text ad aloud or information resented orally or through her media.	SL2.1abc SL2.3 -Ask and answer questions about what a speaker says in order to clarify comprehension, gather information and deepen understanding.	SL2.1abc SL2.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly in coherent sentences	SL2.1abc SL2.5 -Create audio recordings and add drawings and video displays (e.g. recorded oral report)	SL2.1abc SL2.6 -Produce and speak in complete sentences when appropriate to task and situation.

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L2.4a -Use sentence level context as a meaning to a word or phrase.	L2.4b -Use prefixes to determine the meaning of a new word. L2.4c -Use a root word as a clue to the meaning of an unknown word with the same root.	L2.4d -Use the meaning of individual words to predict the meaning of a compound word.	L2.4e -Use print and digital, glossaries and dictionaries to clarify meanings of words. L2.6 -Use words and phrases acquired through conversations, reading and being read to including using adjectives and adverbs to describe.	L2.5a -Identify real life connections between words and their use (eg. describe foods that are spicy or juicy) L2.5b -Distinguish shades of meaning among closely related verbs and closely related adjectives.
WRITING	W2.7 -Participate in shared research and writing projects.	W2.8 -Recall information from experiences or gather information from sources to answer a question.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.	W2.7 -Participate in shared research and writing projects- reading books on a single topic to produce a report, science observations.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.

READING	RL2.6 -Identify differences in the points of view of characters including reading in different voice for each character. RI2.6 -Identify the main purpose of text, include what the author wants to answer, explain or describe. RF2.3c -Decode regularly spelled two-syllable words with long vowels.	RL2.7, RI2.7 -Explain how images (illustrations, digital text, and print) contribute to understanding and clarifying a text and its story elements. RF2.3d -Decode words with common prefixes and suffixes.	RI2.8 -Describe how reasons support specific points an author makes in a text. RF2.3e -Identify words with inconsistent, but common spelling/ sound correspondences	RL2.9, -Compare and contrast key points or versions of a story. RI2.9 Compare and contrast most important points presented by 2 texts on some topic. RF2.3e -Identify words with inconsistent but common spelling sound correspondences.	RL2.10,RI2.10 -Read and comprehend literature and informational text in a grade 2-3 level text completely and proficiently.(historical, scientific, technical, poetry and stories) RF2.3f -Recognize and read grade-appropriate, irregularly spelled words.
SPEAKING AND LISTENING	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.

GRADE 3 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS *Many of the items begun in September and October continue throughout the year.

SKILLS	SEPT	ОСТ	NOV	DEC	JAN
LANGUAGE	L3.1i -Produce simple, compound, and complex sentences. L3.1h Use coordinating and subordinating conjunctions L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L3.1a, -Explain function of nouns, pronouns, verbs, and adverbs in general and in particular sentences. L3.1b Form and use regular and irregular plural nouns L3.2b Use commas in addresses L3.2C -Use commas and quotation marks in dialogue L3.2d -Form and use possessives L3.2e Use conventional spelling for high frequency and studied words and for adding suffixes to base words L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L3.1c Use abstract nouns. (e.g. childhood) L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W3.1d Provide a concluding statement or section. L3.1e Form and use the simple verb tenses (e.g. I walked; I walk; I will walk) L3.1f Ensure subject-verb and pronounantecedent agreement. L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L3.1d Form and use regular and irregular verbs. L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
WRITING	W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W3.3a -Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W3.2 -Write informative/explanatory texts to examine a topic and convey ideas and information clearly W3.2a -Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W3.2b	W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3) W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3) L3.1a Introduce the topic or text they are writing about, state an opinion, and create an	W3.10 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.

W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations. W3.3c -Use temporal words and phrases to signal event order. W3.3d -Provide a sense of closure W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. W3.5 -Develop and Strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (grades 1-3) W3.6 -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. W3.10 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. RL3.10 By the end of the year, read	connect ideas within categories of information. W3.2d Provide a concluding statement or section. W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3) W3.8 -Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W3.1b -Provide reasons that support the opinion. W3.1c -Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. W3.1d Provide a concluding statement or section. W3.10 Responding to works of literature through writing to demonstrate understanding of the text.	RI3.6 Distinguish their own	RL3.2 Recount stories, including
and comprehends literature, including stories, dramas,	read words with more than one pronunciation as well as	cause/effect, and main idea/supporting details	point of view from that of the author of a text.	fables, folktales, and myths from diverse

	and poetry, at the high end	using proper phrasing a
	of the grades 2-3 text	inflection.
READING	complexity band independently and	RL3.3 Describe characters in a
READING	proficiently.	story and explain how th
	RI3.10	actions contribute to the
	By the end of the year, read	sequence of events.
	and comprehends	RL3.1
	informational texts, including	RI3.1
	history/social studies,	Ask and answer question
	science, and technical texts,	demonstrate understand
	at the high end of the grade	of a text, referring explic
	2-3 text complexity band	to the text as the basis for
	independently and	the answers.
	proficiently.	RF3.3a
	RF3.4a	-Identify and know the
	-Read on-level text with purpose and understanding	meaning of the most common prefixes and
	RL3.1	derivational suffixes.
	Ask and answer questions to	RF3.3b
	demonstrate understanding	-Decode words with
	of a text, referring explicitly	common Latin suffixes.
	to the text as the basis for	RF3.3c
	the answers.	Decode multisyllable wo
	RL3.4	RF3.4a
DEADINO	Determine the meaning of	Read on-level text with
READING	words and phrases as they are used in a text,	purpose and understand RF3.3d
(Cont')	distinguishing literal from	Read grade-appropriate
	non-literal language.	irregularly spelled words
	RI3.4	an again, op and a mara-
	Determine the meaning of	
	general academic and	
	domain specific words and	
	phrases in a text relevant to	
	grade 3 topic/subject.	
	Continue throughout year.	
	RI 3.7	
	Use information gained from	
	illustrations (e.g. maps, photographs) and the words	
	in a text to demonstrate	
	understanding of the text	
	(e.g. where, when, why, and	
	how key events occur).	
	i ·	

per phrasing and RL3.9 characters in a explain how their ntribute to the inswer questions to ate understanding eferring explicitly Text) as the basis for answers. RF3.4 support ultisyllable words. RF3.4a and understanding. understanding de-appropriate spelled words.

RL3.1(Literature) in interpreting texts. RI3.1(Informational Compare and contrast Text) Ask and answer themes, settings, plots of stories written by the questions to same author about the demonstrate same or similar understanding of a text, characters (e.g., in referring explicitly to the books from a series) text as the basis for the RL3.1(Literature) answers. RI3.1(Informational RF3.4 Read with sufficient Ask and answer accuracy and fluency to questions to support comprehension. demonstrate RF3.4a understanding of a text, referring explicitly to the -Read on-level text with text as the basis for the purpose and understanding Read with sufficient accuracy and fluency to comprehension. -Read on-level text with purpose and

cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RL3.1** RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4a Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.

	SL3.1a	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.
	Come to discussions	3L3.1-3.0 apply.	323.1-3.0 арріў.	323.1-3.0 арріу.	3L3.1-3.0 apply.
	prepared, having read or				
	studied required material;				
	explicitly draw on that				
	preparation and other				
SPEAKING	information known about the				
AND	topic to explore ideas under				
LISTENING	discussion.				
	SL3.1b				
	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).				
	SL3.4				
	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.				
	SL3.5				
	Create engaging audio				
	recordings of stories or				
	poems that demonstrate				
	fluid reading at an				
	understandable pace; add				
	visual displays when				
	appropriate to emphasize or				
	enhance certain facts or				
	details.				
	SL3.6				
	Speak in complete				
SPEAKING	sentences when appropriate				
AND	to task and situation in order				
LISTENING	to provide requested detail				
(Cont')	or clarification. (See grade 3				
(====,	Language standards 1 and 3				
	on pages 28 and 29 for				
	specific expectations.)				
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SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L3.2f, Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L3.1b Form and use regular and irregular plural nouns. L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences L3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is modified.	L3.2e Use conventional spelling for high frequency and other studied words. L3.4b Determine the meaning of the new word formed when a known affix is added to a known word. L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.	L3.2f, Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L3.4b Determine the meaning of the new word formed when a known affix is added to a known word. L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.	L3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
WRITING	W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly W3.2a, Introduce a topic and group related information together; include illustrations when useful to aid comprehension W3.2b, Develop the topic with facts; definitions and details W3.2c Use linking words and phrases (e.g., also, another more, but) to connect idea within categories of information W3.2d	W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose according to classroom needs.	W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences W3.3a Establish a situation and introduce a narrator and /or character; organize an event sequence that unfold naturally W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the	W3.7 Conduct short research projects that build knowledge about a topic.	W3.7 Conduct short research projects that build knowledge about a topic.

	RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly	RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RL3.1	response of characters to situations W3.3c Use temporal words and phrases to signal event order. W3.3d Provide a sense of disclosure RL3.5 Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part build on earlier sections.	RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI3.5	RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient
READING	to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject – Continue throughout school year	RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding	RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4a -Read on-level text with purpose and understanding RF3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Use text features and search tools(e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RL3.7 Explain how specific aspects of a texts illustrations contribute to what conveyed by the words in a story (e.g. in books from a series). RF3.4a -Read on-level text with purpose and understanding	accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding
Speaking and Listening	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.

GRADE 4 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
	L4.6	L4.1a	L4.1a	L4.5	L4.1
	Acquire and use accurately	L4.1b	L4.1b	Demonstrate	Demonstrate command of
	grade appropriate general	L4.1c	L4.1c	understanding of	the conventions of
	academic and domain	L4.1d	L4.1d	figurative language,	standard English
	specific words and phrases,	L4.1e	L4.1e	word relationships, and	grammar and usage
	including those that signal	L4.1f	L4.1f	nuances in word	when writing or speaking.
	precise actions, emotions, or	L4.1g	L4.1g	meanings.	L4.3
	states of being(e.g. quizzed,	L4.2a	L4.5c	L4.3a	Use knowledge of
	whined, stammered) and	Use correct capitalization.	Demonstrate	Choose words and	language and its
	that are basic to a particular	-Identify common and proper	understanding of words	phrases to convey	conventions when writing,
	topic (e.g. wildlife,	nouns	by relating them to their	ideas precisely.	speaking, reading, or
	conservation, and	L4.2b	opposites (antonyms)	L4.4b	listening.
	endangered when	Use commas and quotation	and to words with	Use common grade-	L4.1
	discussing animal	marks to mark direct speech	similar but not identical	appropriate Greek and	Demonstrate command of
	preservation). Continue	and quotations from a text.	meanings (synonyms).	Latin affixes and roots	the conventions of
	throughout year.	L4.3	L4.4b	as clues to the meaning	standard English
	L4.1a	Use knowledge of langauge	Use common grade-	of a word use prefixes	grammar and usage
1 4 1 1 1 4 0 5	Use relative pronouns(who,	and its conventions when	appropriate Greek and	to understand word	when writing or speaking.
LANGUAGE	whose, whom, which, that)	writing, speaking, reading, or	Latin affixes and roots	meaning	
	and relative adverbs (where,	listening.	as clues to the meaning	L4.5c	
	when, why).	L4.3a Choose words and phrases	of a word (e.g., telegraph, photograph,	Demonstrate	
	Form and use the	to convey ideas precisely.		understanding of words by relating them to their	
	progressive (e.g. I was	L.4.3b	autograph). L4.5	opposites (antonyms)	
	walking; I am walking; I will	Choose punctuation for	Use knowledge of base	and to words with	
	be walking) verb tenses.	effect.	words, structural	similar but not identical	
	L4.1c	L4.3c	analysis, and spelling	meanings (synonyms).	
	Use model auxiliaries (e.g.	Differentiate between	patterns to expand	L4.2b	
	can, may, must) to convey	contexts that call for formal	spelling competency in	Use commas and	
	various conditions.	English (e.g., presenting	writing.	quotation marks to	
	L4.1d	ideas) and situations where		mark direct speech and	
	Order adjectives within	informal discourse is		quotations from a text.	
	sentences according to	appropriate (e.g., small -		-Use quotations	
	conventional patterns (e.g. a	group discussion).		appropriately in dialoge	
	small red bag rather than a	L4.4c			
	red small bag).	Consult reference materials			
	L4.1e	(e.g., dictionaries,			
	Form and use prepositional	glossaries, thesauruses),			
	phrases.	both print and digital, to find			
	L4.1f	the pronunciation and			
	Produce complete	determine or clarify the			
	sentences, recognizing and	precise meaning of key			
	correcting inappropriate	words and phrases.			

	from an anto and	145	I	T
	fragments and run-ons.	L4.5		
	L4.1g	Demonstrate understanding		
	Correctly use frequently	of figurative language, word		
	confused words (e.g., to,	relationships, and nuances		
	too, two; there, their).	in word meanings.		
	(Homophones)	L4.5a		
	L4.2d	Explain the meaning of		
	Spell grade-appropriate	simple similes and		
	words correctly, consulting	metaphors (e.g., as pretty as		
	references as needed.	a picture) in context.		
	L4.4b	L4.5b		
	Use common grade-	Recognize and explain the		
	appropriate Greek and Latin	meaning of common idioms,		
	affixes and roots as clues to	adages and proverbs.		
	the meaning of a word (e.g.,	L4.5c		
	telegraph, photograph,	Demonstrate understanding		
	autograph).	of words by relating them to		
	L4.4c Consult reference materials	their opposites (antonyms)		
		and to words with similar but		
LANGUAGE	(e.g., dictionaries,	not identical meanings		
	glossaries, thesauruses),	(synonyms).		
(Cont')	both print and digital, to find			
	the pronunciation and determine or clarify the			
	precise meaning of key			
	words and phrases.			
	L4.1			
	Demonstrate command of			
	the conventions of standard			
	English grammar and usage			
	when writing or speaking.			
	Continue throughout year.			
	L4.2			
	Demonstrate command of			
	the conventions of standard			
	English capitalization,			
	punctuation, and spelling			
	when writing. Continue			
	throughout year.			
	L4.2a			
	Use correct capitalization.			
	L4.2b			
	Use commas and quotation			
	marks to mark direct speech			
	and quotations from a text.			
	L4.2c			
		I .		

	Use a comma before a		Ι	1
	coordinating conjunction in a			
	compound sentence.			
	L4.2d			
	Spell grade-appropriate			
	words correctly, consulting			
	references as needed.			
	Continue throughout year.			
	L4.4a			
	Use context (e.g., definitions			
	examples, or restatements in			
	text) as a clue to the			
	meaning of a word or			
	phrase.			
	W4.1a	W4.2a	W4.6	W4.10
	Introduce a topic or text	Introduce a topic clearly and	With some guidance	Write routinely over
	clearly, state an opinion, and	group related information in	and support from	extended time frames
	create an organizational	paragraphs and sections;	adults, use technology,	(time for research,
	structure in which related	W4.2d	including the internet, to	reflection, and revision)
	ideas are grouped to support	Use precise language and	produce and publish	and shorter time frames
	the writer's purpose.	domain-specific vocabulary	writing as well as to	(a single sitting or a day
	W4.3	to inform about or explain	interact and collaborate	or two) for a range of
	Write narratives to develop	the topic.	with others;	discipline-specific tasks,
	real or imagined experiences	W4.3d	demonstrate sufficient	purposes, and audiences.
	or events using effective	Use concrete words and	command of	-Develop independence
	technique, descriptive details	phrases and sensory details	keyboarding skills to	by setting self-selected
	and clear event sequences.	to convey experiences and	type a minimum of one	purposes and generating
	W4.3a	events precisely.	page in a single.	topics for writing.
	Orient the reader by	or or the processing.	W4.2	lopide id. iiiiiig.
	establishing a situation and		Write	
	introducing a narrator and/or		informative/explanatory	
	characters; organize an		texts to examine a topic	
	event sequence that unfolds		and convey ideas and	
	naturally.		information clearly.	
WRITING	W4.3b		W4.1d	
	Use dialogue and		Provide reasons that	
	description to develop		are supported by facts	
	experiences and events or		and details.	
	show the responses of		W4.8	
	characters to situations.		Recall relevant	
	W4.3c		information from	
	Use a variety of transitional		experiences or gather	
	words and phrases to		relvant information from	
	manage the sequence of		print and digital	
	events.		sources; take notes and	
			categorize information,	

		and provide a list of sources.	
WRITING (Cont')			
(Cont')			

	BE4.2	DE4.40	DE4.4b	DI 4.7	DIAA
READING	RF4.3 Know and apply grade level phonics and word analysis skills in decoding words. Continue throughout year. RF4.3a 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. Continue throughout year. RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject. Continue throughout year.	RF4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RL4.1, RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI4.8 Explain how an author uses reasons and evidence to support particular points in a text. RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the	RF4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Continue throughout year.	RL4.7 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.	RL4.4 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). RF4.4a Read on-level text with purpose and understanding. Continue throughout year.
	RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI4.10	quest) in stories, myths, and traditional literature from different cultures. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.			
	By the end of the year, read and comprehend informational texts, including				

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	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.			
	which it appears.			
	RI4.4			
	Determine the meaning of			
	general academic and			
	domain-specific words or			
	phrases in a text relevant to			
	a grade 4 topic or subject			
	RF4.4			
	Read with sufficient			
	accuracy and fluency to			
	support comprehension.			
	Continue throughout year.			
	RF4.4a			
	Read on-level text with			
	purpose and understanding.			
DEADING	Continue throughout year.			
READING	RF4.4b			
(Cont')	Read on-level prose and			
	poetry orally with accuracy,			
	appropriate rate, and			
	expression on successive			
	readings. Continue			
	throughout year.			
	RF4.4c			
	Use context to confirm or			
	self-correct word recognition			
	and understanding,			
	rereading as necessary.			
	RL4.2			
	Determine the theme of a			
	story, drama, or poem from			
	details in the text;			
	summarize the text.			
	Examine real-world writing to			
	expand knowledge of			
	sentences, paragraphs,			
	usage, and author's writing			
	styles. Continue throughout			
	year.			
	RL4.3			
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	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).			
	RL4.5			
	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, dialogues,			
	stage directions) when			
	writing or speaking about a			
	text. Continue throught year.			
	RL4.6			
	Compare and contrast the			
READING	point of view from which			
(Cont')	different stories are narrated,			
(Cont)	including the difference			
	between first and third			
	person narrations. Continue			
	throughout year.			
	RL4.9			
	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. Continue			
	throughout year.			
	RL4.10			
	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.			
	RI4.1			

READING (Cont')	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Continue throughout year. RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
SPEAKING AND LISTENING	SL4.1 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. SL4.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under	SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL4.4 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.	SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SPEAKING AND LISTENING (Cont')	discussion. SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL4.1c Pose and respond to specific questions to clarify or follow on information, and make comments that contribute to the discussion and link to the remarks of others. SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
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SKILLS	FEB	MAR	APR	MAY	JUNE
SKILLS	L4.1a Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why)	L4.1a L4.1b L4.1c L4.1d L4.1e	L4.1a L4.1b L4.1c L4.1d L4.1e	L4.1a L4.1b L4.1c L4.1d L4.1e	L4.1a L4.1b L4.1c L4.1d L4.1e
LANGUAGE	L4.1b Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses. L4.1c Use model auxillaries (e.g., can, may, must) to convey various conditions L4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) L4.1e Form and use prepositional phrases L4.1f Produce complete	L4.1f L4.1g L4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion.) L4.3b Choose punctuation for effect. L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs	L4.1f L4.1g L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibily from a range of strategies.	L4.1f L4.1g	L4.1f L4.1g

WRITING	sentences recognizing and correcting inappropriate fragments and run-ons L4.1g Correctly use frequently confused words (e.g., to, too, two, there, their) W4.9, Draw evidence from literary or informational texts to support analysis, reflection, and research. W4.9a 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].") W4.9b 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"). W4.1b Provide reasons that are supported by facts and details. W4.1d Provide a concluding statement or section related to the opinion presented.	W4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	W4.10 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.	W4.10 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.	W4.10 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.
READING	RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text. RL4.2 Determine a theme of a	RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text. RL4.2 Determine a theme of a	RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text. RL4.2 Determine a theme of a

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	story, drama, or poem	story, drama, or poem	story, drama, or poem
	from details in the text;	from details in the text;	from details in the text;
	summarize the text.	summarize the text.	summarize the text.
	RL4.3	RL4.3	RL4.3
	Describe in depth a	Describe in depth a	Describe in depth a
	character, setting, or	character, setting, or	character, setting, or
	event in a story or	event in a story or	event in a story or drama,
	drama, drawing on	drama, drawing on	drawing on specific
	specific details in the	specific details in the	details in the text (e.g., a
	text (e.g., a character's	text (e.g., a character's	character's thoughts,
	thoughts, words, or	thoughts, words, or	words, or actions).
	actions).	actions).	RL4.4
	RL4.4	RL4.4	Determine the meaning of
	Determine the meaning	Determine the meaning	words and phrases as
	of words and phrases	of words and phrases	they are used in a text,
	as they are used in a	as they are used in a	including those that
	text, including those	text, including those	allude to significant
	that allude to significant	that allude to significant	characters found in
	characters found in	characters found in	mythology (e.g.
	mythology (e.g.	mythology (e.g.	Herculean).
	Herculean).	Herculean).	RL4.5
	RL4.5	RL4.5	Explain major differences
	Explain major	Explain major	between poems, drama,
	differences between	differences between	and prose, and refer to
	poems, drama, and	poems, drama, and	the structural elements of
	prose, and refer to the	prose, and refer to the	poems (e.g., verse,
	structural elements of	structural elements of	rhythm, meter) and
	poems (e.g., verse,	poems (e.g., verse,	drama (e.g., casts of
	rhythm, meter) and	rhythm, meter) and	characters, settings,
	drama (e.g., casts of	drama (e.g., casts of	descriptions, dialogue,
			stage directions) when
	characters, settings,	characters, settings,	
	descriptions, dialogue,	descriptions, dialogue,	writing or speaking about
	stage directions) when	stage directions) when	a text.
	writing or speaking about a text.	writing or speaking about a text.	RL4.6 Compare and contrast
			•
	RL4.6	RL4.6	the point of view from
	Compare and contrast	Compare and contrast	which different stories are
	the point of view from	the point of view from	narrated, including the
	which different stories	which different stories	difference between first-
	are narrated, including	are narrated, including	and third-person
	the difference between	the difference between	narrations.
	first-and third-person	first-and third-person	RL4.7
	narrations.	narrations.	Make connections
	RL4.7	RL4.7	between the text of a
	Make connections	Make connections	story or drama and a
	between the text of a	between the text of a	visual or oral presentation

		story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 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.	story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 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.	of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 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.
SPEAKING AND LISTENING	SL4.6 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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)			

GRADE 5 LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	ОСТ	NOV	DEC	JAN
	L5.2	L5. 1	L5. 1	L5.1	L5.1
	Demonstrate command of	Demonstrate command of	Demonstrate command	Demonstrate command	Demonstrate command of
	the conventions of standard	the conventions of standard	of the conventions of	of the conventions of	the conventions of
	English capitalization,	English grammar and usage	standard English	standard English	standard English
	punctuation, and spelling	when writing or speaking	grammar and usage	grammar and usage	grammar and usage
	when writing. Continue	L5.1e	when writing or	when writing or	when writing or speaking
	throughout year.	Use correlative conjunctions	speaking	speaking	L5.1d
	L5.2a	(e.g. either/or, neither/nor).	L5.1b	L5.1c	Recognize and correct
	Use punctuation to separate	L5.2	Form and use the	Use verb tense to	inappropriate shifts in
	items in a series.	Demonstrate command of	perfect tense (e.g., I	convey various times,	verb tense
	L5.2e	the conventions of standard	had walked; I have	sequences, states, and conditions.	L5.2
	Spell grade-appropriate words correctly, consulting	English capitalization, punctuation, and spelling	walked; I will have walked) verb tenses.	L5.2	Demonstrate command of
	references as needed.	when writing.	L5.2	Demonstrate command	the conventions of standard English
	Continue throughout year.	L5.2b	Demonstrate command	of the conventions of	capitalization,
	L5.6	Use a comma to set off the	of the conventions of	standard English	punctuation, and spelling
	Acquire and accurately	words yes and no (e.g., Yes,	standard English	capitalization,	when writing.
	grade appropriate general	thank you), to set off a tag	capitalization,	punctuation, and	L5.2e.
	academic and domain-	question from the rest of the	punctuation, and	spelling when writing.	Spell grade appropriate
	specific words and phrases,	sentence (e.g., It's true, isn't	spelling when writing.	L5.2e	words correctly consulting
	including those that signal	it?), and to indicate direct	L5.2c	Spell grade appropriate	references as needed.
LANGUAGE	contrast, addition, and other	address (e.g., Is that you,	Use a comma to set off	words correctly	L5.2
	logical relationships (e.g.,	Steve?)	the words yes and no	consulting references	Demonstrate command of
	moreover, in	L5.2e. Spell grade	(e.g., Yes, thank you),	as needed.	the conventions of
	addition).Continue	appropriate words correctly	to set off a tag question	L5.5	standard English
	throughout year.	consulting references as	from the rest of the	Demonstrate	grammar and usage
		needed.	sentence (e.g. It's true,	understanding of	when writing or speaking
		L5.5	isn't it?), and to indicate	figurative language,	L5.2d
		Demonstrate understanding	direct address (e.g., Is	word relationships, and	Use underlining,
		of figurative language, word	that you, Steve?).	nuances in word	quotation marks, or italics
		relationships, and nuances	L5.2e	meanings.	to indicate titles of works.
		in word meanings.	Spell grade appropriate	L5.5b	L5.6
		5.5.a	words correctly	Recognize and explain the meaning of	Acquire and use
		Interpret figurative language,	consulting references as needed.		accurately grade
		including similes and metaphors, in context.	L5.6	common idioms, adages, and proverbs.	appropriate general academic and domain-
		L5.6	Acquire and use	L5.6	specific words and
		Acquire and use accurately	accurately grade	Acquire and use	phrases, including those
		grade appropriate general	appropriate general	accurately grade	that signal contrast,
		academic and domain-	academic and domain-	appropriate general	addition, and other logical
		specific words and phrases,	specific words and	academic and domain-	relationships (e.g.,
		including those that signal	phrases, including	specific words and	moreover, in addition
		contrast, addition, and other	those that signal	phrases, including	
		Contrast, addition, and other	ן וווטסט ווומו סוטוומו	prirases, including	

		W5.2 Logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
WRITING WELL STATES TO SERVE S	W5.3 Write narratives to develop real or imagined experiences or events using effective rechnique, descriptive details, and clear event sequences. W5.3a Orient the reader by restablishing a situation and antroducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and obrases and sensory details to convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated	W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated	W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to	W5.2 Write informative /explanatory text to examine a topic and convey ideas and information clearly. W5.2a 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. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W5.2d Use precise language	W5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly. W5.2a 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. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W5.2d Use precise language and domain-specific vocabulary to information

experiences or events. W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Apply throughout the year W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach *Apply throughout the year W 5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. *Apply throughout the year W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. *Apply throughout the year	experiences or events.	convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated experiences or events.	and domain-specific vocabulary to information about or explain the topic. W5.2e Provide a concluding statement or section related to the information or explanation resented.	about or explain the topic. W5.2e Provide a concluding statement or section related to the information or explanation presented
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READING Literature	RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL5.10 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	RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and smiles. Continue throughout year.	RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
READING Informational Text	RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI5.10 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.	RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Continue throughout year.	RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI 5.3 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 text.

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	RF 5.3	RF 5.3	RF 5.3	RF 5.3	RF 5.3
	Know and apply grade-level	Know and apply grade-level	Know and apply grade-	Know and apply grade-	Know and apply grade-
	phonics and word analysis	phonics and word analysis	level phonics and word	level phonics and word	level phonics and word
	skills in decoding words.	skills in decoding words.	analysis skills in	analysis skills in	analysis skills in decoding
	RF5.3a	RF5.3a	decoding words.	decoding words.	words.
	Use combined knowledge of	Use combined knowledge of	RF5.3a	RF5.3a	RF3.3a
	all letter-sound	all letter-sound	Use combined	Use combined	Use combined knowledge
	correspondence,	correspondence,	knowledge of all letter-	knowledge of all letter-	of all letter-sound
	syllabication patterns, and	syllabication patterns, and	sound correspondence,	sound correspondence,	correspondence,
	morphology (e.g., roots and	morphology (e.g., roots and	syllabication patterns,	syllabication patterns,	syllabication patterns,
	affixes) to read accurately	affixes) to read accurately	and morphology (e.g.,	and morphology (e.g.,	and morphology (e.g.,
	unfamiliar multisyllabic	unfamiliar multisyllabic	roots and affixes) to	roots and affixes) to	roots and affixes) to read
	words in context and out of	words in context and out of	read accurately	read accurately	accurately unfamiliar
	context.	context.	unfamiliar multisyllabic	unfamiliar multisyllabic	multisyllabic words in
	RF 5.4	RF 5.4	words in context and	words in context and	context and out of
	Read with sufficient	Read with sufficient	out of context.	out of context.	context.
	accuracy and fluency to	accuracy and fluency to	RF 5.4	RF 5.4	RF 5.4
	support comprehension.	support comprehension.	Read with sufficient	Read with sufficient	Read with sufficient
READING	RF5.4a	RF5.4a	accuracy and fluency to	accuracy and fluency to	accuracy and fluency to
Foundational	Read on-level text with	Read on-level text with	support	support	support comprehension.
Skills	purpose and understanding.	purpose and understanding.	comprehension.	comprehension.	RF5.4a
	RF5.4b	RF5.4b	RF5.4a	Read on-level text with	Read on-level text with
	Read on-level prose and	Read on-level prose and	Read on-level text with	purpose and	purpose and
	poetry orally with accuracy,	poetry orally with accuracy,	purpose and	understanding.	understanding.
	appropriate rate, and	appropriate rate, and	understanding.	a. Read on-level	RF5.4b
	expression on successive	expression on successive	RF5.4b	prose and poetry orally	Read on-level prose and
	readings.	readings.	Read on-level prose	with accuracy,	poetry orally with
	RF5.4c	RF5.4c	and poetry orally with	appropriate rate, and	accuracy, appropriate
	Use context to confirm or	Use context to confirm or	accuracy, appropriate	expression on	rate, and expression on
	self-correct word recognition	self-correct word recognition	rate, and expression on	successive readings.	successive readings.
	and understanding,	and understanding,	successive readings.	b. Use context to	RF5.4c
	rereading as necessary.	rereading as necessary.	RF5.4c	confirm or self-correct	Use context to confirm or
			Use context to confirm	word recognition and	self-correct word
			or self-correct word	understanding,	recognition and
			recognition and	rereading as	understanding, rereading
			understanding,	necessary.	as necessary.
			rereading as		
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necessary.

	SL 5.1	SL 5.1	SL 5.1	SL 5.1	SL 5.5
	Engage effectively in a	Engage effectively in a	Engage effectively in a	Engage effectively in a	Include multimedia
	range of collaborative	range of collaborative	range of collaborative	range of collaborative	components (e.g.,
	discussions (one-on-one, in	discussions (one-on-one, in	discussions (one-on-	discussions (one-on-	graphic, sound) and
	groups, and teacher-led)	groups, and teacher-led)	one, in groups, and	one, in groups, and	visual displays in
	with diverse partners on	with diverse partners on	teacher-led) with	teacher-led) with	presentations when
	grade 5 topics and texts,	grade 5 topics and texts,	diverse partners on	diverse partners on	appropriate to enhance
	building on others' ideas	building on others' ideas and	grade 5 topics and	grade 5 topics and	the development of main
	and expressing their own	expressing their own clearly.	texts, building on	texts, building on	ideas or themes.
SPEAKING AND	clearly.	SL5.1b	others' ideas and	others' ideas and	
LISTENING	SL5.1a	Follow agreed-upon rules for	expressing their own	expressing their own	
	Come to discussions	discussions and carry out	clearly.	clearly.	
	prepared, having read or	assigned roles.	SL5.1c	SL5.1a	
	studied required material;		Pose and respond to	Review the key ideas	
	explicitly draw on that		specific questions by	expressed and draw	
	preparation and other		making comments that	conclusions in light of	
	information known about the		contribute to the	information and	
	topic to explore ideas under		discussion elaborate on	knowledge gained from	
	discussion.		the remarks of others.	the discussions.	

SKILLS	FEB	MAR	APR	MAY	JUNE
	L5.2	L5.2	L5.2	L5.2	L5.6
	Demonstrate command of	Demonstrate command of	Demonstrate command	Demonstrate command	Acquire and use
	the conventions of standard	the conventions of standard	of the conventions of	of the conventions of	accurately grade-
	English capitalization,	English capitalization,	standard English	standard English	appropriate general,
	punctuation, and spelling	punctuation, and spelling	capitalization,	capitalization,	academic, and domain-
	when writing.	when writing.	punctuation, and	punctuation, and	specific words and
	L5.2e	L5.2e	spelling when writing.	spelling when writing.	phrases, including those
LANGUAGE	Spell grade appropriate	Spell grade appropriate	L5.2e	L5.2e	that signal contrast,
	words correctly consulting	words correctly consulting	Spell grade appropriate	Spell grade appropriate	addition, and other logical
	references as needed.	references as needed.	words correctly	words correctly	relationships (e.g.,
	L5.5	L5.4	consulting references	consulting references	however, although,
	Demonstrate understanding	Determine or clarify the	as needed.	as needed.	nevertheless, similarly,
	of figurative language, word	meaning of unknown and	L5.3	L5.4	moreover, in addition).
	relationships, and nuances	multiple-meaning words and	Use knowledge of	Determine or clarify the	L5.6
	in word meanings.	phrases based on grade 5	language and its	meaning of unknown	Acquire and accurately
	L5.5c	reading and content,	conventions when	and multiple-meaning	grade appropriate general
	Use the relationship	choosing flexibly from a	writing, speaking,	words and phrases	academic and domain-
	between particular words,	range of strategies.	reading, or listening.	based on grade 5	specific words and
	(e.g., synonyms, antonyms,	L5.4b	L5.3b.	reading and content,	phrases, including those
	homographs) to better	Use common, grade-	Compare and contrast	choosing flexibly from a	that signal contrast,
	understand each of the	appropriate Greek and Latin	the varieties of English	range of strategies.	addition, and other logical
	words	affixes and roots as clues to	(e.g. dialects, registers)	L5.4a	relationships (e.g.,

	L5.6	the meaning of the word	used in stories, dramas,	Use context (e.g.,	moreover, in addition).
	Acquire and use accurately	(e.g., photograph,	or poems.	cause/effect,	moreover, in addition).
	grade appropriate general	photosynthesis	L5.4	relationships and	
	academic and domain-	priotosyrianosis	Determine or clarify the	comparisons in text) as	
	specific words and phrases,	L5.6	meaning of unknown	a clue to the meaning	
	including those that signal	Acquire and use accurately	and multiple-meaning	of the word or phrase.	
LANGUAGE	contrast, addition, and other	grade appropriate general	words and phrases	L5.6	
(continued)	logical relationships (e.g.,	academic and domain-	based on grade 5	Acquire and use	
(oorianaca)	moreover, in addition).	specific words and phrases,	reading and content,	accurately grade	
	moreover, in addition).	including those that signal	choosing flexibly from a	appropriate general	
		contrast, addition, and other	range of strategies.	academic and domain-	
		logical relationships (e.g.,	L5.4c	specific words and	
		moreover, in addition).	Consult reference	phrases, including	
		mereever, in addition,	materials (e.g.,	those that signal	
			dictionaries, glossaries,	contrast, addition, and	
			thesaurus), both print	other logical	
			and digital, to find the	relationships (e.g.,	
			pronunciation and	moreover, in addition).	
			determine or clarify the	,,	
			precise meaning of key		
			words and phrases.		
			L5.6		
			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.,		
			moreover, in addition).		

W5.2	W5.7	W 5.1	W 5.1	W 5.1
Write informative	Conduct short research	Write opinion pieces on	Write opinion pieces on	Write opinion pieces on
/explanatory text to examine	projects that use several	topics or texts,	topics or texts,	topics or texts, supporting
a topic and convey ideas	sources to build knowledge	supporting a point of	supporting a point of	a point of view with
and information clearly.	through investigation of	view with reasons and	view with reasons and	reasons and information.
W5.2a	different aspects of a topic.	information.	information.	W5.1a
Introduce a topic clearly,	W 5.8	(Persuasive)	W5.1a	Introduce a topic or text
provide a general	Recall relevant information	W5.1a	Introduce a topic or text	clearly, state an opinion,
observation and focus, and	from experiences or gather	Introduce a topic or text	clearly, state an	and create an
group related information	relevant information from	clearly, state an	opinion, and create an	organizational structure in
logically; include formatting	print and digital sources;	opinion, and create an	organizational structure	which ideas are logically
(e.g. headings), illustrations,	summarize or paraphrase	organizational structure	in which ideas are	grouped to support the
and multimedia when useful	information in notes and	in which ideas are	logically grouped to	writer's purpose.
to aiding comprehension.	finished work, and provide a	logically grouped to	support the writer's	W5.1b
W5.2b	list of sources.	support the writer's	purpose.	Provide logically ordered
Develop the topic with facts,	W 5.9	purpose.	W5.1b	reasons that are
definitions, concrete details,	Draw evidence from literary	W5.1b	Provide logically	supported by facts and
quotations, or other	or informational texts to	Provide logically	ordered reasons that	details.
information and examples	support analysis, reflection,	ordered reasons that	are supported by facts	W5.1c
related to the topic.	and research.	are supported by facts	and details.	Link opinion and reasons
W5.2c	W5.9a	and details.	W5.1c	using words, phrases,
Link ideas within and across	Apply grade 5 Reading	W5.1c	Link opinion and	and clauses (e.g.,
categories of information	standards to literature (e.g.,	Link opinion and	reasons using words,	consequently,
using words, phrases, and	"Compare and contrast two	reasons using words,	phrases, and clauses	specifically).
clauses (e.g., in contrast,	or more characters, settings,	phrases, and clauses	(e.g., consequently,	W5.1d
especially).	or events in a story or a	(e.g., consequently,	specifically).	Provide a concluding
W5.2d	drama, drawing on specific	specifically).	W5.1d	statement or section
Use precise language and	details in the text [e.g., how	W5.1d	Provide a concluding	related to the opinion
domain-specific vocabulary	characters interact]").	Provide a concluding	statement or section	presented.
to information about or	W5.9b	statement or section	related to the opinion	
explain the topic.	Apply grade 5 Reading	related to the opinion	presented.	
Provide a concluding	standards to show	presented.		
statement or section related	informational texts (e.g.,			
to the information or	"Explain how an author uses			
explanation presented.	reasons and evidence to			
	support particular points in			
	text, identifying which			
	reasons and evidence			
	support which point[s]").			
			1	

WRITING

	W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Apply throughout the year W 5.5 With guidance and support from peers and adults,		
	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach *Apply throughout the year W 5.6 With some guidance and		
WRITING (continued)	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. *Apply throughout the year W 5.10		
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. *Apply throughout the year		

READING Literature	RL 5.7 Analyze how visual and multimedia elements contribute to the meanings, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
READING Informational Texts	RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to questions quickly or to solve a problem efficiently.	RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject SKILLS.	
READING Foundational Skills	RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding.	All RF skills carry over throughout the entire year.		

	RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
SPEAKING AND LISTENING	SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

GRADE 6 LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	ОСТ	NOV	DEC	JAN
LANGUAGE	L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (apply throughout the year) L6.3 Use knowledge of language and its conventions when writing, speaking, reading and listening (apply throughout the year) L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L6.5 Demonstrate understanding of figurative language, word relationships L6.5a Interpret figures of speech in context. (e.g., personification).	L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (apply throughout the year) L6.3 Use knowledge of conventions when writing, speaking, reading and listening (apply throughout the year) L.6.2b Spell correctly.	L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking L6.3 Use knowledge of conventions when writing, speaking, reading and listening	L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking L6.1a. Ensure that pronouns are in proper case (subjective, objective, possessive) L6.1b. Demonstrate use of intensive pronouns (e.g., myself, ourselves) L6.1c Recognize and correct inappropriate shifts in pronoun number and person L6.1d Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents)	L6.1 Continue to demonstrate command of the conventions of standard English grammar and usage when writing and speaking

LANGUAGE (Cont')	L6.5b Use the relationship between particular words to better understand each of the words. (e.g., cause/effect, part/whole, item/category). L6.5c Distinguish among the connotations (associations)of words with singular denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). L6.6 Acquire and use accurately grade-appropriate general academic domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Apply throughout the year) L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L6.3a Vary sentence patterns for meaning, reader/listener interest, and style.		
	off nonrestrictive/parenthetical elements. L6.3a Vary sentence patterns for meaning, reader/listener		

or events using effective
techniques, relevant
descriptive details, and well-
structured event sequences.
W6.3a
Engage and orient the
reader by establishing a
context and introduction a
narrator and/or characters;
organize and event
sequence that unfolds
naturally and logically.
W6.3b
Use narrative techniques
such as dialogue, pacing
and description to develop
experiences, events and/or
characters.
W6.3c
Use a variety of transition
words, phrases and clauses
to convey sequence and
single shifts from one time
frame or setting or another.
W6.3d
Use precise words and
phrases, relevant descriptive
details and sensory
language to convey
experiences and events.
W6.3d
Provide a conclusion that
follows from the narrated
experiences or events.
W6.4
Produce clear and coherent
writing in which the
development, organization
and style are appropriate to
task, purpose and audience.
iask, purpose and addience.

W6.3

WRITING

Write narratives to develop

or events using effective

real or imagined experiences

W6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and wellstructured event sequences. W6.3a Engage and orient the reader by establishing a context and introduction a narrator and/or characters: organize and event sequence that unfolds naturally and logically. W6.3b Use narrative techniques such as dialogue, pacing and description to develop experiences, events and/or characters. W6.3c Use a variety of transition words, phrases and clauses to convey sequence and single shifts from one time frame or setting or another. W6.3d Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. W6.3e Provide a conclusion that follows from the narrated experiences or events. W6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience

W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection. organization and analysis of relevant content. W6.2a Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect: including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W6.2b Develop the topic with relevant facts, definitions, details, quotations or other information and examples. W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. W6.2d Use precise language and domain-specific vocabulary to inform or explain the topic. W6.2e Establish and maintain a formal style. W6.2f

W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection. organization and analysis of relevant content. W6.2a Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast. and cause/effect: including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W6.2b Develop the topic with relevant facts. definitions, details, quotations or other information and examples. W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. W6.2d Use precise language and domain-specific vocabulary to inform or explain the topic. W6.2e Establish and maintain a formal style. W6.2f

W6.1. Write arguments to support claims with clear reasons and relevant evidence. W6.1a Introduce claim(s) and organize the reasons and evidence clearly. W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W6.1c Use words, phrases, and clauses to clarify the relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.1e Provide a concluding statement or section that follows from the argument presented. W6.4 Produce clear and coherent writing in which the development. organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W6.5 With some guidance and support from peers and adults, develop and strengthen writing as

	L6.3b	L6.3b	Provide a concluding	Provide a concluding	needed by planning,
	Maintain consistency in style	Maintain consistency in style	statement or section	statement or section	revising, editing, rewriting
	and tone.	and tone.	that follows from the	that follows from the	or trying a new approach.
	W.5	W.5	information or	information or	W6.6
	W6.5	W6.5	explanation presented.	explanation presented.	Use technology, including
	With some guidance and	With some guidance and	W6.2f	W6.2f	the internet, to produce
	support from peers and	support from peers and	Provide a concluding	Provide a concluding	and publish writing as
	adults, develop and	adults, develop and	statement or section	statement or section	well as to interact and
	strengthen writing as needed	strengthen writing as needed	that follows from the	that follows from the	collaborate with others;
	by planning, revising,	by planning, revising, editing	information or	information or	demonstrate sufficient
	editing, rewriting or trying a	, rewriting or trying a new	explanation presented.	explanation presented.	command of keyboarding
	new approach.	approach.	W6.4		skills to type a minimum
	W6.6	W6.6	Produce clear and		of three pages in a single
	Use technology, including	Use technology, including	coherent writing in		sitting
	the internet, to produce and	the internet, to produce and	which the development		W6.10
	publish writing as well as to	publish writing as well as to	, organization and style		Write routinely over
	interact and collaborate with	interact and collaborate with	are appropriate to task,		extended time frames
	others; demonstrate sufficient command of	others; demonstrate sufficient command of	purpose and audience L6.3b		and shorter time frames
	keyboarding skills to type a	keyboarding skills to type a	Maintain consistency in		for a range of discipline- specific tasks, purposes
WRITING	minimum of three pages in a	minimum of three pages in a	style and tone.		and audiences.
(Cont')	single sitting.	single sitting	W6.5		and addiences.
(Oont)	W6.10	W6.10	With some guidance		
	Write routinely over	Write routinely over	and support from peers		
	extended time frames and	extended time frames and	and adults, develop and		
	shorter time frames for a	shorter time frames for a	strengthen writing as		
	range of discipline-specific	range of discipline-specific	needed by planning,		
	tasks, purposes and	tasks, purposes and	revising, editing,		
	audiences.	audiences.	rewriting or trying a new		
			approach.		
			W6.6		
			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		
			three pages in a single		
			sitting		
			W6.10		
			Write routinely over		
			extended time frames		
	L	<u> </u>	CALCITUCA LITTE ITATTIES		

			and shorter time frames		
			for a range of		
			discipline-specific		
			tasks, purposes and		
			audiences.		
	RL6.1		R.L6.1	RL6.1	R.I6.1
	Cite textual evidence to	\rightarrow	Cite textual evidence to	Cite textual evidence to	Cite textual evidence to
	support analysis of what the		support analysis of	support analysis of	support analysis of what
	text says explicitly as well as		what the text says	what the text says	the text says explicitly as
	inferences drawn from the		explicitly as well as	explicitly as well as	well as inferences drawn
	text.	\rightarrow	inferences drawn from	inferences drawn from	from the text.
	RL6.2		the text.	the text.	RI6.2
	Determine a theme or		RL6.2	RL6.2	Determine a central idea
	central idea of a text and		Determine a theme or	Determine a theme or	of a text and how it is
	how it is conveyed through		central idea of a text	central idea of a text	conveyed through
	particular details; provide a		and how it is conveyed	and how it is conveyed	particular details; provide
	summary of the text distinct		through particular	through particular	a summary of the text
	from personal opinions or		details; provide a	details; provide a	distinct from personal
	judgments.		summary of the text	summary of the text	opinions or judgments.
	RL6.3		distinct from personal	distinct from personal	RI6.4
	Describe how a particular		opinions or judgments.	opinions or judgments.	Determine the meaning of
	story's or drama's plot		RL6.3	RL6.3	words and phrases as
	unfolds in a series or		Describe how a	Describe how a	they are used in a text,
	episodes as well as how the		particular story's or	particular story's or	including figurative,
	characters respond or		drama's plot unfold in a	drama's plot unfold in a	connotative, and
	change as the plot moves		series of episodes as	series of episodes as	technical meanings.
	toward a resolution.		well as how the	well as how the	RI6.5
	RL6.4		characters respond or	characters respond or	Analyze how a particular
	Determine the meaning of		change as the plot	change as the plot	sentence, paragraph,
READING			moves toward a	moves toward a	
READING	words and phrases as they		resolution.	resolution.	chapter or section fits into the overall structure of a
	are used in a text, including				
	figurative and connotative		RL6.4	RL6.4	text and contributes to the
	meanings; analyze the		Determine the meaning	Determine the meaning	development of the ideas.
	impact of specific word		of words and phrases	of words and phrases	RI6.7
	choice on meaning and tone.		as they are used in a	as they are used in a	Integrate information
	RL6.5		text, including figurative	text, including figurative	presented in different
	Analyze how a particular		and connotative	and connotative	media or formats as well
	sentence, chapter, scene or		meanings; analyze the	meanings; analyze the	as in words to develop a
	stanza fits into the overall		impact of a specific	impact of a specific	coherent understanding
	structure of a text and		word choice on	word choice on	of a topic or issue.
	contributes to the		meaning and tone.	meaning and tone.	RI6.10
	development of the theme,		RL6.5	RL6.5	By the end of the year,
	setting or plot.		Analyze how a	Analyze how a	read and comprehend
	RL6.6		particular sentence,	particular sentence,	literary nonfiction in the
	Explain how an author		chapter, scene, or	chapter, scene, or	grade 6-8 text complexity
	develops the point of view of		stanza fits into the	stanza fits into the	band proficiently, with
					, ,

the narrator or speaker in a	overall structure of a	overall structure of a	scaffolding as needed at
text.	text and contributes to	text and contributes to	the high end of the range
RL6.10	the development of the	the development of the	
By the end of the year, read	theme, setting, or plot.	theme, setting, or plot.	
	RL6.6	RL6.6	
an comprehend literature,			
including stories, dramas,	Explain how an author	Explain how an author	
and poems, in the grades 6-	develops the point of	develops the point of	
8 text complexity band	view of the narrator or	view of the narrator or	
proficiently, with scaffolding	speaker in a text.	speaker in a text.	
as needed at the high end of	RL6.9	RL6.9	
the range.	Compare and contrast	Compare and contrast	
· ·	texts in different forms	texts in different forms	
	or genres in terms of	or genres in terms of	
	their approaches to	their approaches to	
	similar themes and	similar themes and	
	topics.	topics.	

SPEAKING AND
LISTENING

SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on grade 6 topics, texts, and issues, building on others' ideas an expressing their own clearly. SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion. SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes to a topic, text or issue under study.

SL6.3 Delineate a speaker's argument and specific

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SL6.2

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presented in diverse

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explain how it contributes

SPEAKING AND LISTENING (Cont')

claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes: use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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indicated or appropriate.

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L6.1 Continue to demonstrate commands of conventions of standard English grammar and usage when writing and speaking L6.3 Use knowledge of conventions when writing, speaking, reading and listening L6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing	L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking L6.3 Use knowledge of conventions when writing, speaking, reading and listening ✓ Apply understanding of adverbs, adverbs to compare, avoid double negatives ✓ Apply understanding of use of adverbs before adjectives and other adverbs; use adverbs and adjectives correctly L 6.2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing	L6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthet ical elements. L6.2b Spell correctly.	L6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing	
WRITING	W6.1 Continue to write arguments to support claims with clear reasons and relevant evidence. W6.1a Introduce claim(s) and organize the reasons and evidence clearly. W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W6.1c	W6.1 Continue to write arguments to support claims with clear reasons and relevant evidence. W6.1a Introduce claim(s) and organize the reasons and evidence clearly. W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W6.1c	W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding	W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding	W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic

delayes to clarify the relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.		Use words, phrases, and	Use words, phrases, and	plagiarism and	plagiarism and	bibliographic information
relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.3e Provide a concluding statement or section that follows from the argument presented. W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W6.5 Wiff some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reviring or trying a new approach. W6.7 WRTING (Cont') WRITING (Cont') WRITING		* • · · · · · · · · · · · · · · · · · ·				<u> </u>
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READING	Continue to: RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. RI6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. RI6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI6.3 Analyze in detail how a key individual, event, or ideas is introduced, and elaborated in a text. RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI6.7 Compare and contrast one author's presentation of events with that of another.	R.I6.3 Analyze in detail how a key individual, event, or ideas is introduced, and elaborated in a text. RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI6.9 Compare and contrast one author's presentation of events with that of another	

SPEAKING AND LISTENING	SL6.1 Engage effectively in a variety of discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		