

# Appendix A

## English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

### K- 12 Curriculum Framework

**North Plainfield School District  
North Plainfield, NJ**

This document was compiled using the  
PARCC's ELA/Literacy Model Content Framework (draft) (2011),  
the Common Core State Standards in English Language Arts and Literacy (2010),  
and the New Jersey Standards Clarification Project for Language Arts Literacy (2008).

by  
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# GRADE K

# KINDERGARTEN READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text’s structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of a text.
<i>Strand B.</i> How are sounds represented by letters?	<i>Strand B.</i> Letters and letter combinations represent sounds.
<i>Strand C.</i> How do I figure out a word I don’t know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.
<i>Strand D.</i> How does fluency affect comprehension?	<i>Strand D.</i> Fluent readers group words quickly to help them gain meaning from what they read.

Foundational Skills <i>Print Concepts, Phonological Awareness, Word Recognition, and Fluency</i>		
Anchor Standards	Skills & Understandings	Suggested Activities
(RF.K.1) Demonstrate understanding of the organization and basic features of print.	(1) Follow words from left to right, top to bottom, and page by page; recognize that spoken words are represented in written language by specific sequence of letters; understand that words are separated by spaces in print; recognize and name all upper- and lowercase letters of the alphabet.	
(RF.K.2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	(2) Recognize and produce rhyming words; count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words; isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words; add or substitute individual sounds in simple, one-syllable words to make new words.	
(RF.K.3) Know and apply grade-level phonics and word analysis skills in decoding words.	(3) Demonstrate basic knowledge on one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant; associate the long and short sounds with common spellings (graphemes) for the five major vowels; read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does); distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
(RF.K.4) Read emergent-reader text with purpose and understanding.	(4) Read emergent-reader text with purpose and understanding.	

# KINDERGARTEN READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text’s structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of a text.
<i>Strand E.</i> What do readers do when they do not understand everything in a text?	<i>Strand E.</i> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<i>Strand F.</i> Why do readers need to pay attention to a writer’s choice of words?	<i>Strand F.</i> Words powerfully affect meaning.
<i>Strand G.</i> How do readers construct meaning from text?	<i>Strand G.</i> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Key Ideas and Details		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.K.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) With prompting and support, ask and answer questions about key details in a text.	
(RL.K.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) With prompting and support, retell familiar stories, including key details.	
(RL.K.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) With prompting and support, identify characters, settings, and major events in a story.	
Anchor Standards	Skills & Understandings/Informational Text	Suggested Activities
(RI.K.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) With prompting and support, ask and answer questions about key details in a text.	
(RI.K.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) With prompting and support, identify the main topic retell key details of a text.	
(RI.K.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	

Craft and Structure		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.K.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Ask and answer questions about unknown words in a text.	
(RL.K.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Recognize common types of texts (e.g., storybooks, poems).	
(RL.K.6) Assess how point of view or purpose shapes the content and style of a text.	(6) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Anchor Standards	Skills & Understandings/Informational Text	Suggested Activities
(RI.K.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) With prompting and support, ask and answer questions about unknown words in a text.	
(RI.K.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Identify the front cover, back cover, and title page of a book.	
(RI.K.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	

<b>Integration of Knowledge and Ideas</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.K.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
(RL.K.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) <i>Not applicable to literature.</i>	
(RL.K.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.K.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, or idea in the text an illustration depicts).	
(RI.K.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) With prompting and support, identify the reasons an author gives to support points in a text.	
(RI.K.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	

<b>Range of Reading and Level of Text Complexity</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Texts</b>
(RL.K.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) Actively engage in group reading activities with purpose and understanding.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Texts</b>
(RI.K.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) Actively engage in group reading activities with purpose and understanding.	

# KINDERGARTEN WRITING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How do good writers express themselves? How does process shape the writer's product?	<i>Strand A.</i> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
<i>Strand B.</i> How do writers develop a well-written product?	<i>Strand B.</i> Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<i>Strand D.</i> Why does a writer choose a particular form of writing?	<i>Strand D.</i> A writer selects a form based on audience and purpose.

Text Types and Purposes		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.K.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Use a combination of drawings, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preferences about the topic or book (e.g., <i>My favorite book is....</i> ).	
(W.K.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
(W.K.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	

Production and Distribution of Writing		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.K.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	(4) <i>Not applicable to Kindergarten.</i>	
(W.K.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(5) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
(W.K.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(6) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	

Research to Build and Present Knowledge		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.K.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
(W.K.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
(W.K.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) <i>Not applicable to Kindergarten.</i>	

Range of Writing		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.K.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 tasks, purposes, and audiences.	(10) <i>Not applicable to Kindergarten.</i>	

# KINDERGARTEN SPEAKING AND LISTENING

Comprehension and Collaboration	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Speaking</b>	<b>Speaking</b>
<i>Strand A.</i> How can discussions increase our knowledge and understanding of an idea or ideas?	<i>Strand A.</i> Oral discussions help to build connections to others and create opportunities for learning.
<i>Strand B.</i> When is it appropriate to ask questions? How do speakers express their thoughts and feelings?	<i>Strand B.</i> Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
<b>Listening</b>	<b>Listening</b>
<i>Strand A.</i> Can one hear but not listen?	<i>Strand A.</i> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
<i>Strand B.</i> How does a listener understand a message?	<i>Strand B.</i> Effective listeners are able to interpret and evaluate increasingly complex messages.

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(SL.K.1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(1) Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
(SL.K.2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	(2) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
(SL.K.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	(3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

Presentation of Knowledge and Ideas	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Speaking</b>	<b>Speaking</b>
<i>Strand C.</i> How does the choice of words affect the message?	<i>Strand C.</i> A speaker's choice of words and style set a tone and define the message.
<i>Strand D.</i> How does a speaker communicate so others will listen and understand the message?	<i>Strand D.</i> A speaker selects a form and organizational pattern based on the audience and purpose.

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(SL.K.4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	(4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
(SL.K.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(5) Add drawings or other visual displays to descriptions as desired to provide additional detail.	
(SL.K.6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	(6) Speak audibly and express thoughts, feelings, and ideas clearly.	

# KINDERGARTEN LANGUAGE

Essential Questions	Enduring Understandings
<b>Writing</b>	<b>Writing</b>
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<b>Reading</b>	<b>Reading</b>
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.

Conventions of Standard English		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.K.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>•Print many upper- and lowercase letters.</li> <li>•Use frequently occurring nouns and verbs.</li> <li>•Form regular plural nouns orally by adding -s or -es (e.g., dog-dogs; wish-wishes).</li> <li>•Understand and use question words (e.g., who, what, where, when, why, how).</li> <li>•Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>•Produce and expand complete sentences in shared language activities.</li> </ul>
(L.K.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>•Capitalize the first word in a sentences and the pronoun I.</li> <li>•Recognize and name end punctuation.</li> <li>•Write a letter or letters for most common short vowel sounds (phonemes).</li> <li>•Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>

Knowledge of Language		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.K.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(3) <i>Not applicable to Kindergarten.</i>	•N/A

Vocabulary Acquisition and Use		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.K.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part, and consulting general and specialized reference materials, as appropriate.	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	<ul style="list-style-type: none"> <li>•Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>•Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>
(L.K.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(5) With guidance and support form adults, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>•Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>•Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>•Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>•Distinguish shades of meanings among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>
(L.K.6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

# GRADE 1

## GRADE 1 READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text's structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
<i>Strand B.</i> How are sounds represented by letters?	<i>Strand B.</i> Letters and letter combinations represent sounds.
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.
<i>Strand D.</i> How does fluency affect comprehension?	<i>Strand D.</i> Fluent readers group words quickly to help them gain meaning from what they read.

Foundational Skills <i>Print Concepts, Phonological Awareness, Word Recognition, and Fluency</i>		
Anchor Standards	Skills & Understandings	Suggested Activities
(RF.1.1) Demonstrate understanding of the organization and basic features of print.	(1) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
(RF.1.2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	(2) Distinguish long from short vowels sounds in spoken single-syllable words; orally produce single-syllable words by blending sounds (phonemes) including consonant blends; isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
(RF.1.3) Know and apply grade-level phonics and word analysis skills in decoding words.	(3) Know the spelling-sound correspondences for common consonant digraphs; decode regularly spelled one-syllable words; know final –e and common vowel team conventions for representing long vowel sounds; use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word; decode two-syllable words following basic patterns by breaking the words into syllables; read words with inflectional endings; read word with inflectional endings; recognize and read grade-appropriate irregularly spelled words.	
(RF.1.4) Read with sufficient accuracy and fluency to support comprehension.	(4) Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

## GRADE 1 READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text's structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
<i>Strand E.</i> What do readers do when they do not understand everything in a text?	<i>Strand E.</i> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<i>Strand F.</i> Why do readers need to pay attention to a writer's choice of words?	<i>Strand F.</i> Words powerfully affect meaning.
<i>Strand G.</i> How do readers construct meaning from text?	<i>Strand G.</i> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

<b>Key Ideas and Details</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.1.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Ask and answer questions about key details in a text.	
(RL.1.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
(RL.1.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Describe characters, settings, and major events in a story, using key details.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.1.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Ask and answer questions about key details in a text.	
(RI.1.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Identify the main topic and retell key details of a text.	
(RI.1.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	

<b>Craft and Structure</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.1.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	
(RL.1.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
(RL.1.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Identify who is telling the story at various points in a text.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.1.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
(RI.1.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
(RI.1.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Distinguish between information provided by pictures or other illustrations and information provided by words in a text.	

**Integration of Knowledge and Ideas**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.1.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Use illustrations and details in a story to describe its characters, setting, or events.	
(RL.1.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) <i>Not applicable to literature.</i>	
(RL.1.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast the adventures and experiences of characters in stories.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.1.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Use illustrations and details in a text to describe its key ideas.	
(RI.1.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) Identify the reasons an author gives to support points in a text.	
(RI.1.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	

**Range of Reading and Level of Text Complexity**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Texts</b>
(RL.1.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) With prompting and support, read and prose and poetry of appropriate complexity for grade 1.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Texts</b>
(RI.1.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) With prompting and support, read informational texts of appropriate complexity for grade 1.	

# GRADE 1 WRITING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How do good writers express themselves? How does process shape the writer's product?	<i>Strand A.</i> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
<i>Strand B.</i> How do writers develop a well-written product?	<i>Strand B.</i> Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<i>Strand D.</i> Why does a writer choose a particular form of writing?	<i>Strand D.</i> A writer selects a form based on audience and purpose.

## Text Types and Purposes

Anchor Standards	Skills & Understandings	Suggested Activities
(W.1.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
(W.1.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
(W.1.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	

## Production and Distribution of Writing

Anchor Standards	Skills & Understandings	Suggested Activities
(W.1.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	(4) <i>Not applicable to Grade 1.</i>	
(W.1.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	
(W.1.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	

## Research to Build and Present Knowledge

Anchor Standards	Skills & Understandings	Suggested Activities
(W.1.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	
(W.1.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
(W.1.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) <i>Not applicable to Grade 1.</i>	

<b>Range of Writing</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.1.10) 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 tasks, purposes, and audiences.	(10) Not applicable to Grade 1.	

# GRADE 1

## SPEAKING AND LISTENING

### Comprehension and Collaboration

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand A.</i> How can discussions increase our knowledge and understanding of an idea or ideas?	<i>Strand A.</i> Oral discussions help to build connections to others and create opportunities for learning.
<i>Strand B.</i> When is it appropriate to ask questions? How do speakers express their thoughts and feelings?	<i>Strand B.</i> Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
<b>Listening</b>	<b>Listening</b>
<i>Strand A.</i> Can one hear but not listen?	<i>Strand A.</i> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
<i>Strand B.</i> How does a listener understand a message?	<i>Strand B.</i> Effective listeners are able to interpret and evaluate increasingly complex messages.

Anchor Standards	Skills and Understandings	Suggested Activities
(SL.1.1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(1) Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
(SL.1.2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	(2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
(SL.1.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	(3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	

### Presentation of Knowledge and Ideas

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand C.</i> How does the choice of words affect the message?	<i>Strand C.</i> A speaker's choice of words and style set a tone and define the message.
<i>Strand D.</i> How does a speaker communicate so others will listen and understand the message?	<i>Strand D.</i> A speaker selects a form and organizational pattern based on the audience and purpose.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.1.4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	(4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
(SL.1.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
(SL.1.6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	(6) Produce complete sentences when appropriate to task and situation.	

# GRADE 1 LANGUAGE

Essential Questions	Enduring Understandings
<b>Writing</b>	<b>Writing</b>
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<b>Reading</b>	<b>Reading</b>
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.

Conventions of Standard English		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.1.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>•Print all upper- and lowercase letters.</li> <li>•Use common, proper, and possessives nouns.</li> <li>•Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>•Use personal possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>•Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>•Use frequently occurring adjectives.</li> <li>•Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>•Use determiners (e.g., articles, demonstratives).</li> <li>•Use frequently occurring conjunctions (e.g., during, beyond, toward).</li> <li>•Produce and expand complete simple sentences and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
(L.1.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>•Capitalize dates and names of people.</li> <li>•Use end punctuation for sentences.</li> <li>•Use commas in dates and to separate single words in a series.</li> <li>•Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>•Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>

Knowledge of Language		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.1.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(3) <i>Not applicable for Grade 1.</i>	•N/A

<b>Vocabulary Acquisition and Use</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(L.1.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part, and consulting general and specialized reference materials, as appropriate.	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	<ul style="list-style-type: none"> <li>•Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•Use frequently occurring affixes as clues to the meaning of a word.</li> <li>•Use frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>
(L.1.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(5) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>•Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>•Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>•Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>•Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>
(L.1.6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> <li>•Use frequently occurring conjunctions to signal simple relationships (e.g., because).</li> </ul>

# **GRADE 2**

# GRADE 2 READING

## Foundational Skills *Phonics, Word Recognition, and Fluency*

Essential Questions	Enduring Understandings
<i>Strand B.</i> How are sounds represented by letters?	<i>Strand B.</i> Letters and letter combinations represent sounds.
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.
<i>Strand D.</i> How does fluency affect comprehension?	<i>Strand D.</i> Fluent readers group words quickly to help them gain meaning from what they read.

Anchor Standards	Skills & Understandings	Suggested Activities
(RF.2.3) Know and apply grade-level phonics and word analysis skills in decoding words.	(3) Distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional common vowel teams; decode regularly spelled two-syllable words with long vowels; decode words with common prefixes and suffixes; identify words with inconsistent but common spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words.	
(RF.2.4) Read with sufficient accuracy and fluency to support comprehension.	(4) Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<i>Standards (1) Print Concepts and (2) Phonological Awareness do not apply to Grade 2.</i>		

## GRADE 2 READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text’s structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of a text.
<i>Strand E.</i> What do readers do when they do not understand everything in a text?	<i>Strand E.</i> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<i>Strand F.</i> Why do readers need to pay attention to a writer’s choice of words?	<i>Strand F.</i> Words powerfully affect meaning.
<i>Strand G.</i> How do readers construct meaning from text?	<i>Strand G.</i> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Key Ideas and Details		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.2.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	
(RL.2.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
(RL.2.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Describe how characters in a story respond to major events and challenges.	
Anchor Standards	Skills & Understandings/Informational Text	Suggested Activities
(RI.2.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	
(RI.2.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
(RI.2.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	

Craft and Structure		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.2.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
(RL.2.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Describe the overall structure of story, including describing how the beginning introduces the story and the ending concludes the action.	

(RL.2.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.2.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
(RI.2.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
(RI.2.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	

<b>Integration of Knowledge and Ideas</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.2.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or the plot.	
(RL.2.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) <i>Not applicable to literature.</i>	
(RL.2.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast the two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.2.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
(RI.2.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) Describe how reasons support specific points the author makes in a text.	
(RI.2.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast the most important points presented by two texts on the same topic.	

<b>Range of Reading and Level of Text Complexity</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Texts</b>
(RL.2.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Texts</b>
(RI.2.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend information 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.	

## GRADE 2 WRITING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How do good writers express themselves? How does process shape the writer's product?	<i>Strand A.</i> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
<i>Strand B.</i> How do writers develop a well-written product?	<i>Strand B.</i> Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<i>Strand D.</i> Why does a writer choose a particular form of writing?	<i>Strand D.</i> A writer selects a form based on audience and purpose.

Text Types and Purposes		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.2.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.	
(W.2.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
(W.2.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	

Production and Distribution of Writing		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.2.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	(4) <i>Not applicable to Grade 2.</i>	
(W.2.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
(W.2.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	

**Research to Build and Present Knowledge**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.2.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
(W.2.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) Recall information from experiences or gather information from provided sources to answer a question.	
(W.2.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) <i>Not applicable to Grade 2.</i>	

**Range of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.2.10) 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 tasks, purposes, and audiences.	(10) <i>Not applicable to Grade 2.</i>	

## GRADE 2 SPEAKING AND LISTENING

### Comprehension and Collaboration

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand A.</i> How can discussions increase our knowledge and understanding of an idea or ideas?	<i>Strand A.</i> Oral discussions help to build connections to others and create opportunities for learning.
<i>Strand B.</i> When is it appropriate to ask questions? How do speakers express their thoughts and feelings?	<i>Strand B.</i> Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
<b>Listening</b>	<b>Listening</b>
<i>Strand A.</i> Can one hear but not listen?	<i>Strand A.</i> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
<i>Strand B.</i> How does a listener understand a message?	<i>Strand B.</i> Effective listeners are able to interpret and evaluate increasingly complex messages.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.2.1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(1) Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
(SL.2.2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	(2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
(SL.2.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	(3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

### Presentation of Knowledge and Ideas

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand C.</i> How does the choice of words affect the message?	<i>Strand C.</i> A speaker's choice of words and style set a tone and define the message.
<i>Strand D.</i> How does a speaker communicate so others will listen and understand the message?	<i>Strand D.</i> A speaker selects a form and organizational pattern based on the audience and purpose.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.2.4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	(4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences.	
(SL.2.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
(SL.2.6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	(6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

## GRADE 2 LANGUAGE

Essential Questions	Enduring Understandings
<b>Writing</b>	<b>Writing</b>
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<b>Reading</b>	<b>Reading</b>
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.

Conventions of Standard English		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>•Use collective nouns (e.g., group).</li> <li>•Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>•Use reflexive pronouns (e.g., myself, ourselves).</li> <li>•Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>•Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>•Produce, expand, and rearrange complete simple and compound sentences.</li> </ul>
(L.2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>•Capitalize holidays, product names, and geographic names.</li> <li>•Use commas in greetings and closings of letters.</li> <li>•Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>•Generalize learned spelling patterns when writing words (e.g., cage--badge, boy--boil).</li> <li>•Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

Knowledge of Language		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.2.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>•Compare formal and informal uses of English.</li> </ul>

Vocabulary Acquisition and Use		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.2.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part, and consulting general and specialized reference materials, as appropriate.	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	<ul style="list-style-type: none"> <li>•Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>•Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, subtraction).</li> <li>•Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook).</li> <li>•Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>
(L.2.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(5) Demonstrate understanding of word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>•Identify real-life connections between words and their use (e.g., describe foods that are spicy).</li> <li>•Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).</li> </ul>
(L.2.6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> <li>•Use adjectives and adverbs correctly.</li> </ul>

# **GRADE 3**

# GRADE 3 READING

<b>Foundational Skills</b> <i>Phonics, Word Recognition, and Fluency</i>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>Strand B.</i> How are sounds represented by letters?	<i>Strand B.</i> Letters and letter combinations represent sounds.
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.
<i>Strand D.</i> How does fluency affect comprehension?	<i>Strand D.</i> Fluent readers group words quickly to help them gain meaning from what they read.

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RF.3.3) Know and apply grade-level phonics and word analysis skills in decoding words.	(3) Identify and know the meaning of the most common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multi-syllable words; read grade-appropriate irregularly spelled words.	
(RF.3.4) Read with sufficient accuracy and fluency to support comprehension.	(4) Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<i>Standards (1) Print Concepts and (2) Phonological Awareness do not apply to Grade 3.</i>		

## GRADE 3 READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text's structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
<i>Strand E.</i> What do readers do when they do not understand everything in a text?	<i>Strand E.</i> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<i>Strand F.</i> Why do readers need to pay attention to a writer's choice of words?	<i>Strand F.</i> Words powerfully affect meaning.
<i>Strand G.</i> How do readers construct meaning from text?	<i>Strand G.</i> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Key Ideas and Details		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.3.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
(RL.3.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
(RL.3.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
Anchor Standards	Skills & Understandings/Informational Text	Suggested Activities
(RI.3.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
(RI.3.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Determine the main idea of a text; recount the key details and explain how they support the main idea.	
(RI.3.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(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.	

Craft and Structure		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.3.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.	
(RL.3.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	

(RI.3.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Distinguish their own point of view from that of the narrator or those of the characters.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.3.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topic or subject area</i> .	
(RI.3.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
(RI.3.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Distinguish their own point of view from that of the narrator or those of the characters.	

<b>Integration of Knowledge and Ideas</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.3.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
(RL.3.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) <i>Not applicable to literature.</i>	
(RL.3.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.3.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
(RI.3.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
(RI.3.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast the most important points and key details presented in two texts on the same topic.	

<b>Range of Reading and Level of Text Complexity</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Texts</b>
(RI.3.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Texts</b>
(RI.3.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	

## GRADE 3 WRITING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How do good writers express themselves? How does process shape the writer's product?	<i>Strand A.</i> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
<i>Strand B.</i> How do writers develop a well-written product?	<i>Strand B.</i> Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<i>Strand D.</i> Why does a writer choose a particular form of writing?	<i>Strand D.</i> A writer selects a form based on audience and purpose.

Text Types and Purposes		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.3.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons. (a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (b) Provide reasons that supported the opinion. (c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (d) Provide a concluding statement or section.	
(W.3.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (b) Develop the topic with facts, definitions, and details. (c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (d) Provide a concluding statement or section.	
(W.3.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) Use temporal words and phrases to signal event order. (d) Providing a sense of closure.	

**Production and Distribution of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.3.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	(4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.3.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
(W.3.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(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.	

**Research to Build and Present Knowledge**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.3.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Conduct short research projects that build knowledge about a topic.	
(W.3.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) Recall relevant information from experiences or gather relevant information from print and digital sources; take brief on sources and sort evidence into provided categories.	
(W.3.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) <i>Not applicable to Grade 3.</i>	

**Range of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.3.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	(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.	

# GRADE 3 SPEAKING AND LISTENING

## Comprehension and Collaboration

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand A.</i> How can discussions increase our knowledge and understanding of an idea or ideas?	<i>Strand A.</i> Oral discussions help to build connections to others and create opportunities for learning.
<i>Strand B.</i> When is it appropriate to ask questions? How do speakers express their thoughts and feelings?	<i>Strand B.</i> Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
<b>Listening</b>	<b>Listening</b>
<i>Strand A.</i> Can one hear but not listen?	<i>Strand A.</i> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
<i>Strand B.</i> How does a listener understand a message?	<i>Strand B.</i> Effective listeners are able to interpret and evaluate increasingly complex messages.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.3.1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
(SL.3.2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	(2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
(SL.3.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	(3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	

## Presentation of Knowledge and Ideas

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand C.</i> How does the choice of words affect the message?	<i>Strand C.</i> A speaker's choice of words and style set a tone and define the message.
<i>Strand D.</i> How does a speaker communicate so others will listen and understand the message?	<i>Strand D.</i> A speaker selects a form and organizational pattern based on the audience and purpose.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.3.4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	(4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.	
(SL.3.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(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 and details.	
(SL.3.6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	(6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

## GRADE 3 LANGUAGE

Essential Questions	Enduring Understandings
<b>Writing</b>	<b>Writing</b>
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<b>Reading</b>	<b>Reading</b>
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.

Conventions of Standard English		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.3.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns (e.g., childhood).</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple (e.g., <i>I walked, I walk, I will walk</i>) verb tenses.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Produce simple, compound, and complex sentences.</li> </ul>
(L.3.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(2) Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Form and use possessives.</li> <li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

Knowledge of Language		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.3.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>• Choose words and phrases for effect.</li> <li>• Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>

<b>Vocabulary Acquisition and Use</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(L.3.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part, and consulting general and specialized reference materials, as appropriate.	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> <li>•Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>•Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>•Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
(L.3.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(5) Demonstrate understanding word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>•Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</li> <li>•Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>•Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard).</li> </ul>
(L.3.6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(6) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.	<ul style="list-style-type: none"> <li>•Use words and phrases, including those that signal spatial and temporal relationships.</li> </ul>

# **GRADE 4**

# GRADE 4 READING

## Foundational Skills

*Phonics, Word Recognition, and Fluency*

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>Strand B.</i> How are sounds represented by letters?	<i>Strand B.</i> Letters and letter combinations represent sounds.
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.
<i>Strand D.</i> How does fluency affect comprehension?	<i>Strand D.</i> Fluent readers group words quickly to help them gain meaning from what they read.

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RF.4.3) Know and apply grade-level phonics and word analysis skills in decoding words.	(3) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	
(RF.4.4) Read with sufficient accuracy and fluency to support comprehension.	(4) Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<i>Standards (1) Print Concepts and (2) Phonological Awareness do not apply to Grade 4.</i>		

## GRADE 4 READING

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>Strand A.</i> How does understanding a text's structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
<i>Strand E.</i> What do readers do when they do not understand everything in a text?	<i>Strand E.</i> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<i>Strand F.</i> Why do readers need to pay attention to a writer's choice of words?	<i>Strand F.</i> Words powerfully affect meaning.
<i>Strand G.</i> How do readers construct meaning from text?	<i>Strand G.</i> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

### Key Ideas and Details

<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.4.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
(RL.4.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
(RL.4.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.4.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
(RI.4.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
(RI.4.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical including what happened and why, based on information in the text.	

### Craft and Structure

<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.4.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean).	
(RL.4.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	

(RL.4.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.4.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 4 topic or subject area</i> .	
(RI.4.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
(RI.4.6) Assess how point of view or purpose shapes the content and style of a text	(6) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	

<b>Integration of Knowledge and Ideas</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RL.4.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
(RL.4.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) <i>Not applicable to literature.</i>	
(RL.4.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(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.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.4.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
(RI.4.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) Explain how an author uses reasons and evidence to support particular points in a text.	
(RI.4.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Integrate information from two texts on the same topic in order to write or speak about a subject knowledgeably.	

<b>Range of Reading and Level of Text Complexity</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Texts</b>
(RL.4.10) Read and comprehend complex literary and informational texts independently and proficiently.	(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.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Texts</b>
(RI.4.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

# GRADE 4 WRITING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How do good writers express themselves? How does process shape the writer's product?	<i>Strand A.</i> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
<i>Strand B.</i> How do writers develop a well-written product?	<i>Strand B.</i> Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<i>Strand D.</i> Why does a writer choose a particular form of writing?	<i>Strand D.</i> A writer selects a form based on audience and purpose.

Text Types and Purposes		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.4.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information (a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (b) Provide reasons that are supported by facts and details. (c) Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). (d) Provide a concluding statement or section related to the opinion presented.	
(W.4.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Provide a concluding statement or section related to the information or explanation presented.	
(W.4.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. (c) Use a variety of transitional words and phrases to manage the sequence of events. (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events.	

**Production and Distribution of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.4.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	(4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
(W.4.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
(W.4.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	

**Research to Build and Present Knowledge**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.4.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
(W.4.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
(W.4.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	

**Range of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.4.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	(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.	

## GRADE 4 SPEAKING AND LISTENING

Comprehension and Collaboration	
Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand A.</i> How can discussions increase our knowledge and understanding of an idea or ideas?	<i>Strand A.</i> Oral discussions help to build connections to others and create opportunities for learning.
<i>Strand B.</i> When is it appropriate to ask questions? How do speakers express their thoughts and feelings?	<i>Strand B.</i> Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
<b>Listening</b>	<b>Listening</b>
<i>Strand A.</i> Can one hear but not listen?	<i>Strand A.</i> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
<i>Strand B.</i> How does a listener understand a message?	<i>Strand B.</i> Effective listeners are able to interpret and evaluate increasingly complex messages.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.4.1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	
(SL.4.2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	(2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
(SL.4.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	(3) Identify the reasons and evidence a speaker provides to support particular points.	

Presentation of Knowledge and Ideas	
Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand C.</i> How does the choice of words affect the message?	<i>Strand C.</i> A speaker's choice of words and style set a tone and define the message.
<i>Strand D.</i> How does a speaker communicate so others will listen and understand the message?	<i>Strand D.</i> A speaker selects a form and organizational pattern based on the audience and purpose.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.4.4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	(4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
(SL.4.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
(SL.4.6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	(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.	

# GRADE 4 LANGUAGE

Essential Questions	Enduring Understandings
<b>Writing</b>	<b>Writing</b>
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<b>Reading</b>	<b>Reading</b>
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.

Conventions of Standard English		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.4.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>•Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>•Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i>) verb tenses.</li> <li>•Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>•Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>•Form and use prepositional phrases.</li> <li>•Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>•Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul>
(L.4.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>•Use correct capitalization.</li> <li>•Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>•Use a comma before a coordinating conjunction in a compound sentence.</li> <li>•Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>

Knowledge of Language		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.4.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(4) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>•Choose words and phrases to convey ideas.</li> <li>•Choose punctuation for effect.</li> <li>•Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>

Vocabulary Acquisition and Use		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.4.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part, and consulting general and specialized reference materials, as appropriate.	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> <li>•Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>•Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>•Consult references materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>
(L.4.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>•Explain the meanings of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>•Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>•Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>
(L.4.6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	<ul style="list-style-type: none"> <li>•Use words and phrases including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</li> </ul>

# **GRADE 5**

# GRADE 5 READING

Essential Questions	Enduring Understandings
<i>Strand B.</i> How are sounds represented by letters?	<i>Strand B.</i> Letters and letter combinations represent sounds.
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
<i>Strand D.</i> How does fluency affect comprehension?	<i>Strand D.</i> Fluent readers group words quickly to help them gain meaning from what they read.

<b>Foundational Skills</b> <i>Phonics, Word Recognition, and Fluency</i>		
Anchor Standards	Skills & Understandings	Suggested Activities
(RF.5.3) Know and apply grade-level phonics and word analysis skills in decoding words.	(3) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	<ul style="list-style-type: none"> <li>•Participate in guided reading activities.</li> <li>•Developmental Reading Assessment (DRA)</li> </ul>
(RF.5.4) Read with sufficient accuracy and fluency to support comprehension.	(4) Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>•Participate in reader's theater.</li> <li>•Participate in guided reading activities.</li> <li>•Developmental Reading Assessment (DRA)</li> </ul>
<i>Standards (1) Print Concepts and (2) Phonological Awareness do not apply to Grade 5.</i>		

## GRADE 5 READING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How does understanding a text's structure help me better understand its meaning?	<i>Strand A.</i> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
<i>Strand E.</i> What do readers do when they do not understand everything in a text?	<i>Strand E.</i> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<i>Strand F.</i> Why do readers need to pay attention to a writer's choice of words?	<i>Strand F.</i> Words powerfully affect meaning.
<i>Strand G.</i> How do readers construct meaning from text?	<i>Strand G.</i> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Key Ideas and Details		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.5.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>•Draw inferences from literature using specific details and examples from text.</li> </ul>
(RL.5.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(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.	<ul style="list-style-type: none"> <li>•Identify the theme of a story, play, folktale, or poem.</li> <li>•Summarize story elements in literature.</li> </ul>
(RL.5.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(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).	<ul style="list-style-type: none"> <li>•Create a Venn diagram of story elements.</li> </ul>
Anchor Standards	Skills & Understandings/Informational Text	Suggested Activities
(RI.5.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>•Draw inferences from informational text using specific details and examples.</li> </ul>
(RI.5.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>•Identify the main ideas and details from informational text.</li> <li>•Summarize informational text.</li> </ul>
(RI.5.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"> <li>•Create a Venn diagram of historical events (e.g., comparing life in colonial times).</li> </ul>

Craft and Structure		
Anchor Standards	Skills & Understandings/Literature	Suggested Activities
(RL.5.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> <li>•Identify the meaning of words and phrases in literature.</li> <li>•Interpret figurative language in literature.</li> </ul>
(RL.5.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a	(5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,	<ul style="list-style-type: none"> <li>•Analyze text structure in literature.</li> </ul>

section, chapter, scene, or stanza) relate to each other and the whole.	drama, or poem.	
(RI.5.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Describe how a narrator's or speaker's point of view influences how events are described.	•Analyze the author's point of view in literature.
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.5.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 5 topic or subject area</i> .	•Identify the meaning of words and phrases in informational text.
(RI.5.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(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.	•Analyze the text structure in informational text.
(RI.5.6) Assess how point of view or purpose shapes the content and style of a text.	(6) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	•Analyze authors' points of view of the same topic in different media.

<b>Integration of Knowledge and Ideas</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Activities</b>
(RI.5.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).	•Analyze visual and multimedia elements in literature.
(RI.5.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) <i>Not applicable to literature.</i>	•N/A
(RI.5.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	•Compare and contrast folktales from around the world.
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Activities</b>
(RI.5.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	•Answer questions from print and digital sources of information text.
(RI.5.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(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).	•Identifying supporting details in informational text.
(RI.5.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Integrate information from several texts on the same topic in order to write or speak about a subject knowledgeably.	•Analyze technical information from different sources.

<b>Range of Reading and Level of Text Complexity</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Literature</b>	<b>Suggested Texts</b>
(RI.5.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	
<b>Anchor Standards</b>	<b>Skills &amp; Understandings/Informational Text</b>	<b>Suggested Texts</b>
(RI.5.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	

# GRADE 5 WRITING

Essential Questions	Enduring Understandings
<i>Strand A.</i> How do good writers express themselves? How does process shape the writer's product?	<i>Strand A.</i> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
<i>Strand B.</i> How do writers develop a well-written product?	<i>Strand B.</i> Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<i>Strand D.</i> Why does a writer choose a particular form of writing?	<i>Strand D.</i> A writer selects a form based on audience and purpose.

Text Types and Purposes		
Anchor Standards	Skills & Understandings	Suggested Activities
(W.5.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information: (a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (b) Provide logically ordered reasons that are supported by facts and details. (c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (d) Provide a concluding statement or sections related to the opinion presented.	•Write a persuasive essay about the environment.
(W.5.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly: (a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Provide a concluding statement or section related to the information or explanation presented.	•Write informative/explanatory essays across the curriculum.
(W.5.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally. (b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, and events or show the responses of characters to situations. (c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events.	•Write a personal narrative about a memorable event in your life.

**Production and Distribution of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.5.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	•Use a variety of graphic organizers to develop writing.
(W.5.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(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.	•Use checklists, including the “standing ovation” checklists, to revise and edit writing.
(W.5.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(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.	•Publish at least one example of writing per marking period using word processing.

**Research to Build and Present Knowledge**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.5.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	•Write a report about a famous person or event in history. •Write a report about a career in the field of science.
(W.5.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	•Write a report about a famous person or event in history. •Write a report about a career in the field of science.
(W.5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	•Write a report about a famous person or event in history. •Write a report about a career in the field of science.

**Range of Writing**

<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(W.5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	(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.	•Write in response journals. •Write short constructed responses in social studies and science. •Write narratives and essays.

# GRADE 5 SPEAKING AND LISTENING

## Comprehension and Collaboration

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand A.</i> How can discussions increase our knowledge and understanding of an idea or ideas?	<i>Strand A.</i> Oral discussions help to build connections to others and create opportunities for learning.
<i>Strand B.</i> When is it appropriate to ask questions? How do speakers express their thoughts and feelings?	<i>Strand B.</i> Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
<b>Listening</b>	<b>Listening</b>
<i>Strand A.</i> Can one hear but not listen?	<i>Strand A.</i> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
<i>Strand B.</i> How does a listener understand a message?	<i>Strand B.</i> Effective listeners are able to interpret and evaluate increasingly complex messages.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.5.1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	•Participate daily in discussions with the whole class, in small groups, and with partners.
(SL.5.2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	(2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•Summarize information presented in different media (e.g., commercials, speeches).
(SL.5.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	(3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	•Summarize a speech or an oral presentation.

## Presentation of Knowledge and Ideas

Essential Questions	Enduring Understandings
<b>Speaking</b>	<b>Speaking</b>
<i>Strand C.</i> How does the choice of words affect the message?	<i>Strand C.</i> A speaker's choice of words and style set a tone and define the message.
<i>Strand D.</i> How does a speaker communicate so others will listen and understand the message?	<i>Strand D.</i> A speaker selects a form and organizational pattern based on the audience and purpose.

Anchor Standards	Skills & Understandings	Suggested Activities
(SL.5.4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	(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.	•Prepare and deliver an oral presentation about a topic of interest.
(SL.5.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	(5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	•Prepare visual displays with presentations.
(SL.5.6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	(6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	•Adapt speech appropriate to different tasks (e.g., a formal presentation or small group discussions).

# GRADE 5 LANGUAGE

Essential Questions	Enduring Understandings
<b>Writing</b>	<b>Writing</b>
<i>Strand C.</i> How do rules of language affect communication?	<i>Strand C.</i> Rules, conventions of language, help readers understand what is being communicated.
<b>Reading</b>	<b>Reading</b>
<i>Strand C.</i> How do I figure out a word I don't know?	<i>Strand C.</i> Readers use language structures and context clues to identify the intended meaning of words and phrases as they are used in text.

Conventions of Standard English		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb tenses.</li> <li>• Use verb tenses to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>
(L.5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.</li> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>

Knowledge of Language		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.5.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>

Vocabulary Acquisition and Use		
Anchor Standards	Skills & Understandings	Suggested Activities
(L.5.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part, and consulting general and specialized reference materials, as appropriate.	(4) Determine or clarify the meaning of unknown and multiple-meanings words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> <li>•Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>•Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>•Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>
(L.5.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>•Interpret figurative language, including similes and metaphors, in context.</li> <li>•Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>•Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
(L.5.6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(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.	<ul style="list-style-type: none"> <li>•Use the transition words <i>however, although, nevertheless, similarly, moreover, and in addition</i> correctly.</li> </ul>

# **GRADES 6-8**

## Reading Standards for Literacy in History/Social Studies

<b>Key Ideas and Details</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RHSS.6-8.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Cite specific textual evidence to support analysis of primary and secondary sources.	
(RHSS.6-8.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
(RHSS.6-8.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	

<b>Craft and Structure</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RHSS.6-8.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
(RHSS.6-8.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Describe how a text presents information (e.g., sequentially, comparatively, and casually).	
(RHSS.6-8.6) Assess how point of view or purpose shapes the content and style of text.	(6) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	

<b>Integration of Knowledge and Ideas</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RHSS.6-8.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
(RHSS.6-8.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) Distinguish among fact, opinion, and reasoned judgment in a text.	
(RHSS.6-8.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Analyze the relationship between a primary and secondary source on the same topic.	

<b>Range of Reading and Level of Text Complexity</b>		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Texts</b>
(RHSS.6-8.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.	

## Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RSTS.6-8.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	(1) Cite specific textual evidence to support analysis of science and technical texts.	
(RSTS.6-8.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	(2) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
(RSTS.6-8.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	(3) Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.	

Craft and Structure		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RSTS.6-8.4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	(4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases that are used in a specific scientific or technical context relevant to <i>grade 6 texts and topics</i> .	
(RSTS.6-8.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of a topic.	
(RSTS.6-8.6) Assess how point of view or purpose shapes the content and style of text.	(6) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	

Integration of Knowledge and Ideas		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Activities</b>
(RSTS.6-8.7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	(7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
(RSTS.6-8.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(8) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
(RSTS.6-8.9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	(9) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	

Range of Reading and Level of Text Complexity		
<b>Anchor Standards</b>	<b>Skills &amp; Understandings</b>	<b>Suggested Texts</b>
(RSTS.6-8.10) Read and comprehend complex literary and informational texts independently and proficiently.	(10) By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 complexity band independently and proficiently.	

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes		
Anchor Standards	Skills & Understandings	Suggested Activities
(WHSTS.6-8.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(1) Write arguments focused on <i>discipline-specific content</i> .	
(WHSTS.6-8.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	(2) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
(WHSTS.6-8.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	(3) Students should incorporate narrative elements effectively into arguments and informative/explanatory texts. In H/SS, students must incorporate narrative accounts into their analyses of individuals or events of historical import. In STS, students must write precise descriptions of the step-by-step procedures they use in their investigations or technical works that others can replicate them and (possibly) reach the same results.	

Production and Distribution of Writing		
Anchor Standards	Skills & Understandings	Suggested Activities
(WHSTS.6-8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
(WHSTS.6-8.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	(5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
(WHSTS.6-8.6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	(6) Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.	

Research to Build and Present Knowledge		
Anchor Standards	Skills & Understandings	Suggested Activities
(WHSTS.6-8.7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	(7) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
(WHSTS.6-8.8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	(8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions or others while avoiding plagiarism and following a standard format for citation.	
(WHSTS.6-8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	

<b>Range of Writing</b>		
<b><i>Anchor Standards</i></b>	<b><i>Skills &amp; Understandings</i></b>	<b><i>Suggested Activities</i></b>
(WHSTS.6-8.10) 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 tasks, purposes, and audiences.	(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.	

# GRADE 9

# GRADE 9

## Modules

Close Reading of Texts RL/RI 9.10	
3-5 Shorter Texts	1 Extended Text
<b>World Literature:</b> Poetry/Short Stories from textbook <i>Literature: Timeless Voices, Timeless Themes</i>  <b>Informational Texts:</b> Shakespeare encyclopedias, etc., news articles, etc.	<b>Julius Caesar</b> by William Shakespeare
<b>Literature:</b> Poetry/Short Stories from textbook <i>Literature: Timeless Voices, Timeless Themes</i> , including Puritan poets  <b>U.S. Historical Documents:</b> "Speech to the Second Virginia Convention" by Patrick Henry	<b>The Crucible</b> by Arthur Miller
<b>World Literature:</b> Poetry/Short Stories from textbook <i>Literature: Timeless Voices, Timeless Themes</i>  <b>Informational Texts:</b> news articles, etc.	<b>Persepolis</b> by Marjane Satrapi  <b>and</b>  <b>The Learning Tree</b> by Gordon Parks
<b>Literature:</b> "To a Mouse" by Burns and selections from <i>Literature: Timeless Voices, Timeless Themes</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks or <i>Literature: Timeless Voices, Timeless Themes</i>	<b>Of Mice and Men</b> by John Steinbeck

Writing About Texts W. 9.1-2. 4-6, 9-10	
Routine Writing	4-6 Analyses
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Was Marc Antony or Brutus the tragic hero? Was Marc Antony or Brutus able to use rhetoric more effectively in the funeral speeches? Was Caesar's murder justified? <b>Literary Analysis Essay:</b> What is the role of fate vs. free will? <b>Compare/Contrast Essay:</b> Compare the characters of Brutus and Marc Antony. <b>Cause/Effect Essay:</b> What were the causes/effects of Julius Caesar's death?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Which characters were responsible for the trials? <b>Literary Analysis Essay:</b> What is the function of Rev. Hale (or any other character) in the novel? <b>Compare/Contrast Essay:</b> Compare two characters. <b>Cause/Effect Essay:</b> What were the causes/effects of the Salem Witch Trials?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Are we products of our society? <b>Literary Analysis Essay:</b> Analyze one of the novel's themes. Analyze the title of <i>The Learning Tree</i> . <b>Compare/Contrast Essay:</b> Compare and contrast two coming-of-age stories. <b>Cause/Effect Essay:</b> What are the causes/effects of society on a character from the novel?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Pro or anti-euthanasia? <b>Literary Analysis:</b> How does the allusion to Burns' "To a Mouse" contribute to the meaning of the novel?; Write about the significance of one of the symbols; Analyze the American Dream. <b>Compare/Contrast Essay:</b> Compare Lennie and George. <b>Cause/Effect Essay:</b> What are the causes/effects of Lennie's death?

Research Project W. 9.7-9, RL/RI. 9.1-10
1 Research Project
<b>Research Paper Topics:</b> Ancient Rome, Shakespeare, the Elizabethan Period, etc.
<b>Research Paper Topics:</b> Puritanism, McCarthyism, Salem Witch Trials, Arthur Miller, etc.
<b>Research Paper Topics:</b> Iran, Iranian Revolution, Persian Empire, World Religions, Marjane Satrapi, etc.
<b>Research Paper Topics:</b> The Dust Bowl, the Great Depression, migrant workers, etc.

Narrative Writing W. 9.3-6
1 Narrative
Write a poem/sonnet
Write a play, scene, or act.
Write a personal narrative or a graphic novel.
Write a short story.

### For Reading and Writing in Each Module

Cite Evidence RL/RI. 10.1	Analyze Content RL/RI. 10.2-9, SL. 10.2-3	Study & Apply Grammar L. 10.1-3	Study & Apply Vocabulary L. 10.4-6	Conduct Discussions SL. 10.1	Report Findings SL. 10.4-6
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# **GRADE 10**

# GRADE 10

## Modules

A

B

C

D

Close Reading of Texts RL/RI 9.10	
3-5 Shorter Texts	1 Extended Text
<b>World Literature:</b> Poetry/Short Stories from <i>Literature: Timeless Voices, Timeless Themes</i> <b>Informational Texts:</b> Shakespeare encyclopedias, etc., news articles, etc.	<b><i>Romeo and Juliet</i> by William Shakespeare</b>
<b>Literature:</b> Poetry/Short Stories from <i>Literature: Timeless Voices, Timeless Themes</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks or <i>Literature: Timeless Voices, Timeless Themes</i>	<b><i>Death of a Salesman</i> by Arthur Miller and <i>The Great Gatsby</i> by F. Scott Fitzgerald</b>
<b>World Literature:</b> Poetry/Short Stories from <i>Literature: Timeless Voices, Timeless Themes</i> <b>Informational Texts:</b> news articles, etc.	<b><i>A Streetcar Named Desire</i> by Tennessee Williams</b>
<b>Literature:</b> Poetry/Short Stories from <i>Literature: Timeless Voices, Timeless Themes</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks; JFK's Inaugural Address	<b><i>The Catcher in the Rye</i> by J.D. Salinger</b>

Writing About Texts W. 9.1-2, 4-6, 9-10	
Routine Writing	4-6 Analyses
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Which was better: the play or the movie version? <b>Literary Analysis Essay:</b> Analyze one of the play's themes or symbols; analyze the role of fate in the play. Analyze Mercutio's role in the play. <b>Compare/Contrast Essay:</b> Compare and contrast two characters. Compare the play and the movie. <b>Cause/Effect Essay:</b> What were the causes/effects of Romeo's and Juliet's deaths?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Is Nick a reliable narrator? <b>Literary Analysis Essay:</b> Analyze one of the novel's themes. Analyze the decline of the American Dream in the 20s. Analyze social class in the novel. Analyze one of the novel's symbols. <b>Compare/Contrast Essay:</b> Compare and contrast East and West Egg or any of the novel's settings. Compare <i>Gatsby</i> and Tom. Compare and contrast the American Dream in both <i>Salesman</i> and <i>Gatsby</i> . <b>Cause/Effect Essay:</b> What are the causes/effects of the American Dream on the characters?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Is Blanche insane or not? <b>Literary Analysis:</b> How does <i>Streetcar</i> exemplify Southern Gothic literature? Analyze how a character's past can haunt him/her. Analyze the play's title and its allusions. <b>Compare/Contrast Essay:</b> Compare and contrast Blanche Dubois Stanley Kowalski. <b>Cause/Effect Essay:</b> What are the causes/effects of Blanche's downfall?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Is Holden a sane person in an insane world or an insane person in a sane world? <b>Literary Analysis Essay:</b> How does the allusion to Burns' "Comin' Thro the Rye" connect to the novel? Analyze one of the novel's symbols. <b>Compare/Contrast Essay:</b> Compare Holden's world with the real world. <b>Cause/Effect Essay:</b> What are the causes/effects of Allie's death on Holden?

Research Project W. 9.7-9, RL/RI. 9.1-10
1 Research Project
<b>Research Paper Topics:</b> Ancient Rome, Shakespeare, the Elizabethan Period, etc.
<b>Research Paper Topics:</b> 1920s and the Great Depression, the Roaring Twenties, Arthur Miller, 1940s America, etc.
<b>Research Paper Topics:</b> 1940s America, Tennessee Williams, Southern Gothic literature, etc.
<b>Research Paper Topics:</b> 1950s-1960s and Counterculture, J.D. Salinger, etc.

Narrative Writing W. 9.3-6
1 Narrative
Write a poem/sonnet.
Write a short story.
Write a play, scene, or act.
Write a personal narrative.

### For Reading and Writing in Each Module

Cite Evidence RL/RI. 10.1	Analyze Content RL/RI. 10.2-9, SL. 10.2-3	Study & Apply Grammar L. 10.1-3	Study & Apply Vocabulary L. 10.4-6	Conduct Discussions SL. 10. 1	Report Findings SL. 10.4-6
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# **GRADE 11**

# GRADE 11

## Modules

A  
B  
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Close Reading of Texts RL/RI 9.10	
3-5 Shorter Texts	1 Extended Text
<b>World Literature:</b> Poetry/Short Stories from <i>Anthology: A Parallel Text on British Literature: 449-1798</i> <b>Informational Texts:</b> Shakespeare encyclopedias, etc., news articles, etc.	<i>A Midsummer Night's Dream</i> by W. Shakespeare
<b>Literature:</b> Poetry/Short Stories from <i>Anthology: A Parallel Text on British Literature: 449-1798</i> and selections from <i>Perrine's Literature: Structure, Sound, and Sense</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks	<i>Beowulf</i> by Unknown and <i>Macbeth</i> by W. Shakespeare
<b>World Literature:</b> Poetry/Short Stories from <i>Anthology: A Parallel Text on British Literature: 449-1798</i> , "A Modest Proposal" by J. Swift <b>Informational Texts:</b> selections from <i>Perrine's Literature: Structure, Sound, and Sense</i> , "Politics and the English Language" Orwell	<i>Brave New World</i> by Aldous Huxley, <i>The Canterbury Tales</i> by G. Chaucer, and <i>1984</i> by G. Orwell
<b>Literature:</b> Poetry/Short Stories from <i>Anthology: A Parallel Text on British Literature: 449-1798</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks	<i>Harry Potter</i> by J.K. Rowling?

Writing About Texts W. 9.1-2, 4-6, 9-10	
Routine Writing	4-6 Analyses
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Which production of the play was best, in your opinion? <b>Literary Analysis Essay:</b> Discuss the significance of the play within a play. Discuss the use of imagination. <b>Compare/Contrast Essay:</b> Compare and contrast the play with the movie version. <b>Cause/Effect Essay:</b> What are the effects of the journey through the strange land of the self that the young lovers and other make in <i>Midsummer</i> ?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> How does the main character exemplify a tragic hero or a hero? <b>Literary Analysis Essay:</b> Analyze the hero's journey in a work of literature. <b>Compare/Contrast Essay:</b> Compare and contrast two heroes' journeys. <b>Cause/Effect Essay:</b> What are the causes/effects of the tragic hero's fall?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Does the author use satire effectively, or not? <b>Literary Analysis:</b> How is satire used effectively in the works of literature? What message is being sent? <b>Compare/Contrast Essay:</b> Compare and contrast the use of satire in two works of literature. Compare and contrast two dystopian societies. <b>Cause/Effect Essay:</b> What are the causes and effects of satire?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Do you think Hogwarts should reopen or remain closed? <b>Literary Analysis Essay:</b> What role does Quidditch play in <i>Harry Potter</i> ? Analyze one of the novel's themes. <b>Compare/Contrast Essay:</b> Compare this coming-of-age narrative to another one you've read. <b>Cause/Effect Essay:</b> What are the effects of the novel's events on the characters?

Research Project W. 9.7-9, RL/RI. 9.1-10
1 Research Project
<b>Research Paper Topics:</b> Ancient Rome, Shakespeare, the Elizabethan Period, etc.
<b>Research Paper Topics:</b> Elizabethan Era, Shakespeare, Anglo-Saxon literature, Old English, kennings, Denmark, etc.
<b>Research Paper Topics:</b> pop culture and satire, types of governments and societies, Early, Middle, and Modern English, Medieval Period, Chaucer, the Great Vowel Shift, etc.
<b>Research Paper Topics:</b> modern British literature, fantasy genre, etc.

Narrative Writing W. 9.3-6
1 Narrative
Write a poem/sonnet.
Write a personal narrative or short story (hero story).
Write a play, scene, or act using satire.
Write a short story.

### For Reading and Writing in Each Module

Cite Evidence RL/RI. 10.1	Analyze Content RL/RI. 10.2-9, SL. 10.2-3	Study & Apply Grammar L. 10.1-3	Study & Apply Vocabulary L. 10.4-6	Conduct Discussions SL. 10.1	Report Findings SL. 10.4-6
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# **GRADE 12**

# GRADE 12

## Modules

A  
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Close Reading of Texts RL/RI 9.10	
3-5 Shorter Texts	1 Extended Text
<b>World Literature:</b> Poetry/Short Stories from teacher-selected databases and anthologies, including <i>Famous Chinese Short Stories</i> <b>Informational Texts:</b> Shakespeare encyclopedias, etc., news articles, etc.	<b><i>Hamlet</i> by William Shakespeare and <i>Oedipus Rex</i> by Sophocles</b>
<b>Literature:</b> Poetry/Short Stories from teacher-selected databases and anthologies, including <i>Famous Chinese Short Stories</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks	<b><i>A Doll's House</i> by Ibsen</b>
<b>World Literature:</b> Poetry/Short Stories from teacher-selected databases and anthologies, including <i>Famous Chinese Short Stories</i> <b>Informational Texts:</b> news articles, history textbooks, etc.; "Hope, Despair, and Memory" by Wiesel	<b><i>Night</i> by Elie Wiesel</b>
<b>Literature:</b> Poetry/Short Stories from teacher-selected databases and anthologies, including <i>Famous Chinese Short Stories</i> <b>U.S. Historical Documents:</b> selections from U.S. History textbooks	<b><i>The Stranger</i> by Camus</b>

Writing About Texts W. 9.1-2, 4-6, 9-10	
Routine Writing	4-6 Analyses
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Is Hamlet's treatment of Rosencrantz and Guildenstern acceptable? Is there such thing as fate or free will? <b>Literary Analysis Essay:</b> Analyze the role of fate in the play. Analyze the comic relief in <i>Hamlet</i> . Analyze Oedipus as a tragic hero. <b>Compare/Contrast Essay:</b> Compare two characters. Compare Oedipus to a modern tragic hero. <b>Cause/Effect Essay:</b> What are the causes/effects of Hamlet's actions and his father's murder? What are the causes/effects of Oedipus' downfall and ignoring the truth?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Are women treated fairly? <b>Literary Analysis Essay:</b> Analyze one of the play's major symbols. Analyze women's roles in the play. Analyze the relationship between Nora and Torvald. What does the play's ending suggest? Analyze the role of the children. <b>Compare/Contrast Essay:</b> Compare Nora and Torvald. <b>Cause/Effect Essay:</b> What causes/effects lead to the play's outcome?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> One of the most tragic themes in <i>Night</i> is Eliezer's discovery of the way that atrocities and cruel treatment can make good people into brutes. Does he himself escape this fate? <b>Literary Analysis:</b> Analyze the role of prayer in the novel. Analyze father-son bonds in the novel. <b>Compare/Contrast Essay:</b> Compare night/day in the novel. <b>Cause/Effect Essay:</b> Analyze the causes/effects of the inhumanity of the Holocaust on the characters?
Reflective journals; quick writes; discussion questions; annotations; reader's response; etc.	<b>Persuasive Essay:</b> Do you agree with Meursault's philosophies? <b>Literary Analysis Essay:</b> Analyze one of the novel's themes or symbols. Analyze Meursault as a threat to his society. <b>Compare/Contrast Essay:</b> Compare Meursault with Raymond. <b>Cause/Effect Essay:</b> What are the effects of the novel's prose style?

Research Project W. 9.7-9, RL/RI. 9.1-10
1 Research Project
<b>Research Paper Topics:</b> Shakespeare, Elizabethan Era, Ancient Greek Literature/tragedy, Sophocles, Senior Anthology
<b>Research Paper Topics:</b> Realism and Naturalism, Ibsen, Senior Anthology
<b>Research Paper Topics:</b> the Holocaust, Senior Anthology
<b>Research Paper Topics;</b> Existentialist literature, Senior Anthology

Narrative Writing W. 9.3-6
1 Narrative
Write a poem/sonnet.
Write play, scene, or act.
Write a short story.
Write a personal narrative.

### For Reading and Writing in Each Module

<b>Cite Evidence</b> RL/RI. 10.1	<b>Analyze Content</b> RL/RI. 10.2-9, SL. 10.2-3	<b>Study &amp; Apply Grammar</b> L. 10.1-3	<b>Study &amp; Apply Vocabulary</b> L. 10.4-6	<b>Conduct Discussions</b> SL. 10.1	<b>Report Findings</b> SL. 10.4-6
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