

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

1 Develop and apply skills and strategies to the reading process			
	Grade 2	Grade 3	Grade 4
<b>C</b>	* Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text	* Apply decoding strategies to independently “problem-solve” unknown words when reading when needed	* Apply decoding strategies to “problem-solve” unknown words when reading when needed
<b>Phonics</b>	<p><b>Curriculum:</b></p> <p>*model sounding out word and using context clues</p> <p>*introduce possibly difficult words before reading</p> <p><b>RF.2.3.a-f R1C.2</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>Curriculum:</b></p> <p>*model sounding out word and using context clues</p> <p>*introduce possibly difficult words before reading</p> <p><b>RF.3.3.a-d R1C.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.3.a-d R1C.3</b> Decode multisyllable words.</p> <p><b>RF.3.3.a-d R1C.3</b> Read grade-appropriate irregularly spelled words.</p>	<p><b>Curriculum:</b></p> <p>*model sounding out word and using context clues</p> <p>*introduce possibly difficult words before reading</p> <p><b>RF.4.3.a R1C.4</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>RF.4.4.a-c R1C.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>

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<b>1 Develop and apply skills and strategies to the reading process</b>			
	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>D</b>	<p>* Read grade-level instructional text with fluency, accuracy and expression  <b>Curriculum:</b> *model pauses for punctuation *introduce possibly difficult words before reading *before reading, talk about how the character might think and feel to help add expression <b>RL.2.10 R1D.2</b> 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>RF.2.4.a-c R1D.2</b>                      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <b>RL.2.10 R1H.2.a</b> 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>RI.2.10 R1D.2</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>* Read grade-level instructional text                      a. with fluency, accuracy and expression                      b. adjusting reading rate to difficulty and type of text  <b>Curriculum:</b>                      *model pauses for punctuation                      *introduce possibly difficult words before reading *before reading, talk about how the character might think and feel to help add expression                      *encourage students to slow down for difficult words  <b>RL.3.10 R1D.3.a-b</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently.  <b>RF.3.4.a-c R1D.3.b</b> Read on-level text with purpose and understanding.  <b>RF.3.4.a-c R1D.3.a</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  <b>RI.3.10 R1D.3.a-b</b> 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.</p>	<p>* Read grade-level instructional text                      a. with fluency, accuracy and expression                      b. adjusting reading rate to difficulty and type of text                      c. Read on-level text with purpose and understanding.                      d. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.                      e. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>Curriculum:</b> *model pauses for punctuation *introduce possibly difficult words before reading *before reading, talk about how the character might think and feel to help add expression <b>RL.4.10 R1D.4.a-b</b> 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 need at the high end of the range. <b>RF.4.4.a-c R1D.4.a-b</b> Read with sufficient accuracy and fluency to support comprehension <b>RF.4.3.a R1D.4.a</b> Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, and affixes) to read accurately unfamiliar multisyllabic words in context and out of context <b>RI.4.10 R1D.4.a-b</b> 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 need at the high end of the range.</p>
<b>Fluency</b>			
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ST</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>F</b>	<p>* Develop vocabulary by reading, listening to, and discussing unknown words in stories using</p> <ol style="list-style-type: none"> <li>root words</li> <li>classroom resources</li> <li>context clues</li> </ol> <p><b>Curriculum:</b> *have students create a list of words they do not know before reading; model looking up in glossary/dictionary *write unknown words on the chalkboard, overhead, etc. Write the word in different colors so the root is emphasized *model using context clues to identify word meanings <b>RI.2.4 R1E.2.a-c</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. <b>L.2.6 R1E.2.a-c</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). <b>L.2.4.a-e R1E.2.a</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). <b>L.2.4.a-e R1E.2.b</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <b>L.2.4.a-e R1E.2.a</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). <b>L.2.4.a-e [R1E.4.a]</b> Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). <b>L.2.4.a-e R1E.2.c</b> Use sentence-level context as a clue as to the meaning of a word or phrase.</p>	<p>Develop vocabulary through text, using</p> <ol style="list-style-type: none"> <li>root words</li> <li>synonyms and antonyms</li> <li>context clues</li> <li>glossary</li> <li>dictionary, with assistance</li> </ol> <p><b>Curriculum:</b> *have students create a list of words they do not know before reading; model looking up in glossary/dictionary *write unknown words on the chalkboard, overhead, etc. Write the word in different colors so the root and affixes are emphasized. *create a chart of synonyms/antonyms of missing words <b>RL.3.4 R1E.3.a-e</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>RI.3.4 R1E.3.a-e</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. <b>L.3.4.a-d R1E.3.d-e</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <b>L.3.4.a-d R1E.3.a</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>) <b>L.3.4.a-d R1E.3.c</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.3.6 R1E.3.a-e</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i>).</p>	<p>Develop vocabulary through text, using</p> <ol style="list-style-type: none"> <li>root words and affixes</li> <li>synonyms and antonyms</li> <li>context clues</li> <li>glossary and dictionary</li> </ol> <p><b>Curriculum:</b> *have students create a list of words they do not know before reading; look up in glossary/dictionary *discuss word meanings by identifying root words and affixes *identify words that are new to students. Give each student a card with word. Student identifies root words, affixes, synon/anton for their word. Share answers with classmates *create a chart of synonyms/antonyms of missing words <b>RL.4.4 R1E.4.a-d</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). <b>RF.4.3.a R1E.4.a-d</b> Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, and affixes) to read accurately unfamiliar multisyllabic words in context and out of context <b>L.4.6 R1E.4.a-d</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). <b>L.4.5.a-c R1E.4.b</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <b>L.4.4.a-c</b> 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. <b>L.4.4.a-c</b> Use common grade-appropriate Greek and Latin affixes and roots, as clues to the meaning of a word (e.g., <i>telegraph, phonograph, autograph</i>). <b>L.4.4.a-c</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
<b>Vocabulary</b>			
<b>DOK</b>	2	2	2
<b>ST</b>	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>F</b>	<p>* Develop and apply pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> <li>a. access prior knowledge</li> <li>b. preview</li> <li>c. predict with evidence</li> <li>d. set a purpose for reading</li> </ol> <p><b>Curriculum:</b>                  *Ask, answer, discuss questions such as, "What in the title tells me what the story might be about." "What do you think will happen, why?" "What do you want to learn from the story?"                  *Model turning the title into a question to answer <b>RF.2.4.a-c R1F.2.d</b> Read on-level text with purpose and understanding.</p>	<p>* Apply pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> <li>a. access prior knowledge</li> <li>b. preview</li> <li>c. predict with evidence</li> <li>d. set a purpose for reading</li> </ol> <p><b>Curriculum:</b>                  *Ask, answer, discuss questions such as, "What in the title tells me what the story might be about." "What do you think will happen, why?" "What do you want to learn from the story?"                  *Model turning the title into a question to answer <b>RF.3.4.a-c R1F.3.d</b> Read on-level text with purpose and understanding.</p>	<p>* Apply pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> <li>a. access prior knowledge</li> <li>b. preview</li> <li>c. predict with evidence</li> <li>d. set a purpose for reading</li> </ol> <p><b>Curriculum:</b>                  *Ask, answer, discuss questions such as, "What in the title tells me what the story might be about." "What do you think will happen, why?" "What do you want to learn from the story?"                  *Model turning the title into a question to answer</p>
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>
<b>1 Develop and apply skills and strategies to the reading process</b>			
	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>G</b>	<p>* During reading, develop and utilize strategies to</p> <ol style="list-style-type: none"> <li>a. self-question and correct</li> <li>b. determine meaning of unknown words</li> <li>c. self-monitor comprehension</li> <li>d. question the text</li> <li>e. infer</li> <li>f. visualize</li> </ol> <p><b>Curriculum:</b>                  *model turning chapter titles into questions                  *student create list of unknown words before reading; add meaning after reading                  *encourage students to ask 5W questions before reading. Add answers as they find them                  *students draw a picture to show an event of the story  <b>RF.2.4.a-c R1G.2.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ol> <p><b>Curriculum:</b>                  *model turning chapter titles into questions                  *student create list of unknown words before reading; add meaning after reading                  *encourage students to ask 5W questions before reading. Add answers as they find them                  *students draw a picture to show an event of the story                  *students retell the story to their classmates                  *students write a "blurb" about story; imagining it is for the book cover  <b>RF.3.4.a-c R1G.3.b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ol> <p><b>Curriculum:</b>                  *model turning chapter titles into questions                  *student create list of unknown words before reading; add meaning after reading                  *encourage students to ask 5W questions before reading. Add answers as they find them                  *students draw a picture to show an event of the story                  *students retell the story to their classmates                  *students write a "blurb" about story; imagining it is for the book cover</p>
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>H</b>	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> <li>a. answer basic comprehension questions</li> <li>b. identify and explain the relationship between the main idea and supporting details</li> <li>c. make predictions</li> <li>*d. question to clarify</li> <li>*e. reflect</li> <li>f. draw conclusions</li> <li>g. analyze</li> <li>h. paraphrase</li> <li>i. summarize</li> </ul> <p><b>Curriculum:</b>            *answer 5W questions from reading            *create questions for classmates to answer            *complete graphic organizer to connect main ideas and details            *rewrite ending to predict a new outcome            *write journal entries about story            *write a friendly letter to characters of the story to tell what they could have done differently, etc.</p> <p><b>RI.2.1 RIH.2.a,c</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <b>RL.2.2 RIH.2.b,d</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RI.2.1 RIH.2.a, c</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <b>RI.2.9 RIH.2.b</b> Compare and contrast the most important points presented by two texts on the same topic. <b>RI.2.10 RIH.2.a</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>SL.2.1.a-c RH1.2.c</b> Ask for clarification and further explanation about the topics and texts under discussion. <b>SL.2.2 RIH.2.b,d</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.4 RIH.2.d</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> <li>a. answer basic comprehension questions</li> <li>b. identify and explain the relationship between the main idea and supporting details</li> <li>c. make predictions</li> <li>*d. question to clarify</li> <li>*e. reflect</li> <li>f. draw conclusions</li> <li>g. analyze</li> <li>h. paraphrase</li> <li>i. summarize</li> </ul> <p><b>Curriculum:</b> *answer 5W questions from reading            *create questions for classmates to answer            *complete graphic organizer to connect main ideas and details            *rewrite ending to predict a new outcome            *write journal entries about story            *write a friendly letter to characters of the story to tell what they could have done differently, etc. <b>SL.3.2 RIH.3.b</b> 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 <b>SL.3.1.a-d RIH.3.d</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <b>RL.3.1 RIH.3.a-d,f,I</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.2 RIH.2.d</b> 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. <b>RL.3.2 RIH.3.b</b> 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. <b>RL.3.10 RIH.3.a</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently. <b>RI.3.1 RIH.3.a-d,f-I</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RI.3.2 RIH.3.b</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. <b>RI.3.2 RIH.2.d</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. <b>RI.3.9 RIH.3.b</b> Compare and contrast the most important points and key details presented in two texts on the same topic. <b>RI.3.10 RIH.3.a</b> 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. <b>RL.4.1 RIH.4.a-c,f-I</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL.4.2 RIH.4.b,I</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> <li>a. answer basic comprehension questions</li> <li>b. identify and explain the relationship between the main idea and supporting details</li> <li>c. make predictions</li> <li>*d. question to clarify</li> <li>*e. reflect</li> <li>f. draw conclusions</li> <li>g. analyze</li> <li>h. paraphrase</li> <li>i. summarize</li> </ul> <p><b>Curriculum:</b>            *answer 5W questions from reading            *create questions for classmates to answer            *complete graphic organizer to connect main ideas and details            *rewrite ending to predict a new outcome            *write journal entries about story            *write a friendly letter to characters of the story to tell what they could have done differently, etc. <b>SL.4.4 RIH.2.d</b> Report on a topic or text, tell a story, or recount an experience in an organized way, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>RL.4.10 RIH.4.a</b> 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 need at the high end of the range. <b>SL.4.2 RIH.4.h</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally. <b>SL.4.1.a-d RIH.4.d</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>SL.4.1.a-d RIH.4.b</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <b>RI.4.1 RIH.4.a-c,f-I</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI.4.2 RIH.4.b,I</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>RI.4.8 RIH.4.b,f</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>RI.4.10 RIH.4.a</b> 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 need at the high end of the range.</p>
<b>Post-Reading</b>			
<b>DOK</b>	3	3	3
<b>ST</b>	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

1 Develop and apply skills and strategies to the reading process			
	Grade 2	Grade 3	Grade 4
I	<p>* Identify relevant connections between</p> <p>a. text to text (text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works)</p> <p>b. text to self (text ideas and own experiences)</p> <p>c. text to world (text ideas and the world, with assistance)</p> <p><b>Curriculum:</b></p> <p>*Complete graphic organizer to compare texts</p> <p>*write a paragraph explaining a connection they have made</p> <p><b>RI.2.9 RI1.2.a</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>RI.2.9 RI1.2.a</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Identify and explain relevant connections between</p> <p>a. text to text (text ideas --- information and relationships in various fiction and non-fiction works--compare and contrast)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p> <p><b>Curriculum:</b></p> <p>*Complete graphic organizer to compare texts</p> <p>*write a paragraph explaining a connection they have made</p> <p><b>RI.3.6 RI1.3.b</b> Distinguish their own point of view from that of the narrator or those of the characters</p> <p><b>RI.3.9 RI1.3.a</b> 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>I.3.9 RI1.3.b</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.6 RI1.3.b</b> Distinguish their own point of view from that of the author of the text.</p>	<p>Identify and explain relevant connections between</p> <p>a. text to text (text ideas ---information and relationships in various fiction and non-fiction works--compare and contrast)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame)</p> <p><b>Curriculum:</b></p> <p>*Complete graphic organizer to compare texts</p> <p>*write a paragraph explaining a connection they have made <b>RL.4.5 RI1.4.a</b></p> <p>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. <b>RI.4.9 RI1.4.a</b></p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.6 RI1.4.a</b> Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided. <b>RI.4.9 RI1.4.a</b> 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.</p>
ng Con nect			
DOK	2	3	3
ST	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>			
	Grade 2	Grade 3	Grade 4
<b>A</b>	<p>* Use details from text to locate and apply information in title, pictures and table of contents</p> <p><b>Curriculum:</b> *identify and discuss title, pictures before reading *complete a "scavenger hunt" for information from title, pictures and table of contents <b>RL.2.7 R2A.2</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Use grade level text to</p> <ol style="list-style-type: none"> <li>a. locate and apply information in title, table of contents and glossary</li> <li>b. locate and recognize the text features of fiction, poetry and drama</li> </ol> <p><b>Curriculum:</b> *identify and discuss title, pictures before reading *complete a "scavenger hunt" for information from title, pictures and table of contents *have students "teach" a fiction story, work of poetry or drama</p>	<p>Use grade level text to</p> <ol style="list-style-type: none"> <li>a. locate, interpret and apply information in title, table of contents and glossary</li> <li>b. locate and recognize the text features of fiction, poetry and drama</li> </ol> <p><b>Curriculum:</b> *identify and discuss title, pictures before reading *complete a "scavenger hunt" for information from title, pictures and table of contents *have students "teach" a fiction story, work of poetry or drama</p> <p><b>RL.4.5 R2A.4.b</b> 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.</p> <p><b>RL.4.7 R2A.4.a-b</b> 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.</p>
<b>Text Features</b>			
<b>DOK</b>	1	1	1
<b>ST</b>	CA 2, 1.5, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6
<b>B</b>	<p>* Identify examples of rhythm, rhyme and alliteration</p> <p><b>Curriculum:</b> *give students a photocopy of a poem or story. Have them cut and paste in a chart an example of rhythm, rhyme, alliteration <b>RL.2.4 R2B.2</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques</p> <p><b>Curriculum:</b> *Create a mobile with an example of above *Divide class into groups; each group reports on a different aspect from above. <b>RL.3.4 R2B.3</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>RL.3.4 R2B.3</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques</p> <p><b>Curriculum:</b> *Create a mobile with an example of above *Divide class into groups; each group reports on a different aspect from above. <b>L.4.3.a-c W2D.4.a-b</b> choose words and phrases to convey ideas precisely.*</p>
<b>Literary Techniques</b>			
<b>DOK</b>	1	2	2
<b>ST</b>	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>			
	Grade 2	Grade 3	Grade 4
<b>C</b>  <b>Literary Elements</b>	<p>* Use details from text to</p> <ol style="list-style-type: none"> <li>make basic inferences</li> <li>predict solution(s)</li> <li>identify events in logical sequence</li> <li>identify settings, characters, and problems</li> </ol> <p><b>Curriculum:</b> *students use sticky notes to record answers to why questions, suggest solutions to the character’s problem during reading *create a three panel picture to show the beginning, middle, and end of story *write a friendly letter in journal to tell a friend about the story they read <b>RL.2.1 R2C.2.a-d</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <b>RL.2.3 R2C.2.d</b> Describe how characters in a story respond to major events and challenges <b>RL.2.5 R2C.2.c</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7 R2C.2.d</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Use details from text to</p> <ol style="list-style-type: none"> <li>demonstrate comprehension skills previously introduced; make inferences; compare and contrast; identify cause and effect; identify the narrator; identify events from the beginning, middle and end; identify author's purpose; identify settings, character traits, and problems and solutions</li> </ol> <p><b>Curriculum:</b> *students use sticky notes to record answers to why questions, suggest solutions to the character’s problem during reading *create a three panel picture to show the beginning, middle, and end of story *write a friendly letter in journal to tell a friend about the story they read *use graphic organizers for compare/contrast; cause/effect *in journal entries, identify narrator, characters, author’s purpose <b>W.3.1.a-d W2C.3.a</b> Provide a concluding statement or section. <b>RL.3.1 R2C.3.a-h</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>W.3.1.a-d W2C.3.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>W.3.3.a-d W2C.3.a</b> Provide a sense of closure. <b>W.3.3.a-d W2C.3.a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>RL.3.3 R2C.3.h</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <b>RL.3.5 R2A.3.b</b> 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. <b>RI.3.3 R3C.3.d,g</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedure in a text, using language that pertains to time, sequence, and cause/effect. <b>RI.3.6 R3C.3.g</b> Distinguish their own point of view from that of the author of the text. <b>RI.3.8 R3C.3.d</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <b>RI.3.8 R3C.3.g</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Use details from text to</p> <ol style="list-style-type: none"> <li>demonstrate comprehension skills previously introduced</li> <li>make inferences</li> <li>compare and contrast</li> <li>identify cause and effect</li> <li>identify author's purpose</li> <li>identify setting, character traits, problems and solutions, and story events</li> </ol> <p><b>Curriculum:</b> *students use sticky notes to record answers to why questions, suggest solutions to the character’s problem during reading *create a three panel picture to show the beginning, middle, and end of story *write a friendly letter in journal to tell a friend about the story they read *use graphic organizers for compare/contrast; cause/effect *in journal entries, identify narrator, characters, author’s purpose <b>RI.4.3 R3C.4.a-k</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>RI.4.5 R3C.4.a-k</b> 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. <b>RI.4.6 R3C.4.j</b> Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided. <b>RI.4.8 R3C.4.j</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>RI.4.1 R3C.4.a-k</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL.4.1 R2C.4.a-f</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL.4.3 R2C.4.f</b> Describe in detail 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).</p>
	<b>DOK</b>	2	2
<b>ST</b>	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times			
	Grade 2	Grade 3	Grade 4
<b>A</b>	<p>* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs</p> <p><b>Curriculum</b></p> <p>*given a text, students take turns being “teacher” and explain one of the above elements</p> <p>*given a photocopy of a text, label the above elements</p> <p>*using a grade-level text, use sticky notes to label the above elements</p> <p><b>RI.2.5 R3A.2</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.7 R3A.2</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p>	<p>Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps</p> <p><b>Curriculum</b></p> <p>*given a text, students take turns being “teacher” and explain one of the above elements</p> <p>*given a photocopy of a text, label the above elements</p> <p>*using a grade-level text, use sticky notes to label the above elements</p> <p><b>RI.3.5 R3A.3</b> Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <b>RI.3.7 R3A.3</b> 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.)</p>	<p>Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text</p> <p><b>Curriculum</b></p> <p>*given a text, students take turns being “teacher” and explain one of the above elements</p> <p>*given a photocopy of a text, label the above elements</p> <p>*using a grade-level text, use sticky notes to label the above elements <b>RI.4.5 R3A.4</b> 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.</p> <p><b>RI.4.7 R3A.4</b> Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time times, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 3, 1.5, 1.6</p>	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 3, 1.5, 1.6, 2.4, 3.5</p>	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 3, 1.5, 1.6, 2.4, 3.5</p>
<b>B</b>	<p>* Respond to examples of sensory details within the context of nonfiction text with assistance</p> <p><b>Curriculum</b></p> <p>*Given the outline of a person on a wkst, students give example of sensory detail near that sense receptor (ex: eye, nose...)</p>	<p>* Recognize examples of sensory details in nonfiction text with assistance</p> <p><b>Curriculum</b></p> <p>*Given the outline of a person on a wkst, students give example of sensory detail near that sense receptor (ex: eye, nose...)</p>	<p>* Explain examples of sensory details in nonfiction text</p> <p><b>Curriculum</b></p> <p>*Given the outline of a person on a wkst, students give example of sensory detail near that sense receptor (ex: eye, nose...)</p>
	<p><b>DOK</b> 1</p> <p><b>ST</b> CA 3, 1.5, 1.6</p>	<p><b>DOK</b> 1</p> <p><b>ST</b> CA 3, 1.5, 1.6</p>	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 3, 1.5, 1.6</p>

# Reading

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>				
		Grade 2	Grade 3	Grade 4
<b>C</b>	<b>Text Structures</b>	<p>* Use details from text to</p> <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. ask questions to clarify meaning</li> <li>c. answer questions</li> <li>d. identify main ideas and provide support</li> <li>e. retell sequence of events</li> <li>f. make basic inferences</li> <li>g. identify problems and solutions</li> </ul> <p><b>Curriculum:</b>                      *journal entries                      *graphic organizers                      *write their own back cover <b>RI.2.1 R3C.2. a-g</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <b>RI.2.2 R3C.2.d</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. <b>RI.2.8 R3C.3.d</b> Describe how reasons support specific points the author makes in a text.</p>	<p>Use details from text to</p> <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. answer questions</li> <li>c. explain main idea and supporting details</li> <li>d. sequence events</li> <li>e. identify simple cause and effect</li> <li>f. draw conclusions</li> <li>g. compare and contrast</li> <li>h. make inferences</li> <li>i. identify author's purpose for writing text</li> <li>j. identify problems and solutions</li> </ul> <p><b>Curriculum:</b>                      *journal entries                      *graphic organizers                      *write their own back cover  <b>RL.3.6 R2C.3.g</b> Distinguish their own point of view from that of the narrator or those of the characters  <b>RI.3.1 R3C.3.a-j</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Use details from text to</p> <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. explain main idea and supporting details</li> <li>c. sequence events</li> <li>d. identify cause and effect</li> <li>e. draw conclusions</li> <li>f. compare and contrast</li> <li>g. make predictions</li> <li>h. make inferences</li> <li>i. distinguish between fact and opinion</li> <li>j. identify and explain author's purpose</li> <li>k. identify problems and solutions</li> </ul> <p><b>Curriculum:</b>                      *journal entries                      *graphic organizers                      *write their own back cover</p>
		2	2	2
<b>DOK</b>		2	2	2
<b>ST</b>		CA3 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8
<b>D</b>	<b>Understanding Directions</b>	<p>* Read and follow simple directions to perform a task</p> <p><b>Curriculum</b>                      *complete a craft                      *follow a simple recipe                      *hide an object in the classroom; write directions for another classmate to follow</p>	<p>* Read and follow two- and three-step directions to complete a simple task</p> <p><b>Curriculum</b>                      *complete a craft                      *follow a simple recipe                      *hide an object in the classroom; write directions for another classmate to follow</p>	<p>* Read and follow three- and four-step directions to complete a task</p> <p><b>Curriculum</b>                      *complete a craft                      *follow a simple recipe                      *hide an object in the classroom; write directions for another classmate to follow</p>
		1	1	1
<b>DOK</b>		1	1	1
<b>ST</b>		CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>RI.2.6[R2C.6.e]</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>RI.2.3[R3C.3.g]</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>RI.2.6[R3C.3.i]</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>L.2.4.a-e[R1E.4.a]</b> Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).
<b>L.2.4.a-e R1E.2.c</b> Use sentence-level context as a clue as to the meaning of a word or phrase.
<b>RL.3.9 [R2C.7.b]</b> [Use details from text to identify plot and sub-plot, mood, flashback, theme and types of conflict]
<b>RI.3.5 ICTL3A.3.b</b> Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RF.3.3.a-d[R1E.4.a]</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
<b>RF.3.3.a-d R1E.4.a]</b> Decode words with common Latin suffixes.
<b>L.3.5.a-c</b> Demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
c. Distinguish shades or meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
<b>RL.4.2[R2C.7.b]</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.6[R2C.7.e]</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RL.4.9[R2C.7.b]</b> 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.

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

**RI.4.7 ICTL4A.4.a-b** 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.

**RI.4.7 ICTL4A.4.a-b** 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.

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

## 1 Apply a writing process in composing text

	Grade 2	Grade 3	Grade 4
<b>A</b>	<p>* Follow a writing process to</p> <ol style="list-style-type: none"> <li>use a simple strategy in prewriting when appropriate</li> <li>compose a draft in written form on student-selected topic</li> <li>reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D)</li> <li>edit for conventions (refer to W2E) with assistance</li> <li>share writing</li> </ol> <p><b>Curriculum:</b> *given a picture prompt to begin a writing piece *show examples of writings; look for audience, purpose, organization, etc. listed above *with a partner, read stories aloud and suggest ways to improve *read story aloud to our class and/or other classrooms <b>W.2.5 W1A.2.a,c-d</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>W.2.6 W1A.2.a-e</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>	<p>Follow a writing process to</p> <ol style="list-style-type: none"> <li>independently use a simple pre-writing strategy</li> <li>generate a draft</li> <li>reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</li> <li>edit for conventions (refer to W2E) e. share writing</li> </ol> <p><b>Curriculum:</b> *given a picture prompt to begin a writing piece *show examples of writings; look for audience, purpose, organization, etc. listed above *with a partner, read stories aloud and suggest ways to improve *read story aloud to our class and/or other classrooms <b>W.3.5 W1A.3.a-e</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28-29.) <b>W.3.6 W1A.3.a-e</b> 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. <b>W.3.10 W1A.3.a-e</b> 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. <b>W.3.8 ICTL5A.3</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <b>SL.3.5 ICTL5C.3.b</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Follow a writing process to</p> <ol style="list-style-type: none"> <li>independently use a simple prewriting strategy</li> <li>generate a draft</li> <li>reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</li> <li>edit for conventions (refer to W2E) e. share writing</li> </ol> <p><b>Curriculum:</b> *given a picture prompt to begin a writing piece *show examples of writings; look for audience, purpose, organization, etc. listed above *with a partner, read stories aloud and suggest ways to improve *read story aloud to our class and/or other classrooms <b>W.4.10 W1A.4.a-e</b> Write routinely over extended time frames (time for research, reflection and revision) and shorter times frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.4.6 W1A.4.a-e</b> 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. <b>W.4.6 ICTL5C.4.a-c</b> 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. <b>W.4.5 W1A.4.a-e</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.) <b>SL.4.5 ICTL5C.4.b</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <b>L.4.1.a-g W1A.4.c</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <b>W.4.6 ICTL1B.4</b> 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. <b>W.4.6 ICTL5C.4.a-c</b> 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.</p>
<b>DOK</b>	3	3	3
<b>ST</b>	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

2 Compose well-developed text			
	Grade 2	Grade 3	Grade 4
Audience and purpose	<p><b>A</b></p> <p>* Compose text showing awareness of audience</p> <p><b>Curriculum</b></p> <p>*given examples, identify the audience</p> <p>*given an audience, discuss what they would need to know/how they would want to get the information as brainstorming for writing <b>W.2.3 W2A.2</b> 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. <b>W.2.1 W2A.2</b> 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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Compose text</p> <p>a. showing awareness of audience</p> <p>b. in a format appropriate to audience and purpose</p> <p><b>Curriculum</b></p> <p>*given examples, identify the audience</p> <p>*given an audience, discuss what they would need to know/how they would want to get the information as brainstorming for writing</p> <p>*brainstorm and then choose format <b>W.3.1.a-d W2A.3.a-b</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>W.3.2.a-c W2A.3.a-b</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>W.3.3.a-d W2A.3.a-b</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.3.4 W2A.3.a-b</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>W.3.10 W2A.3.a-b</b> 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</p>	<p>Compose text</p> <p>a. showing awareness of audience</p> <p>b. in a format appropriate to audience and purpose</p> <p><b>Curriculum</b></p> <p>*given examples, identify the audience</p> <p>*given an audience, discuss what they would need to know/how they would want to get the information as brainstorming for writing</p> <p>*brainstorm and then choose format <b>W.4.10 W2A.4.a-b</b> Write routinely over extended time frames (time for research, reflection and revision) and shorter times frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences <b>W.4.3.a-e W2A.4.a-b</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.4.1.a-d W2A.4.a-b</b> 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>W.4.2.a-e W2A.4.a-b</b> 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>W.4.4 W2A.4.a-b</b> Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
	<b>DOK</b>	2	3
<b>ST</b>	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>B</b>	<p>* Compose text with</p> <p>a. a clear controlling idea</p> <p>b. relevant details/examples, with assistance</p> <p><b>Curriculum:</b></p> <p>*given examples, identify the controlling idea, details</p> <p>*exchange their writing for peer review to identify controlling ideas, details, etc. <b>W.2.3 W2B.2.a-b</b> 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. <b>W.2.1 W2B.2.a-b</b> 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Compose text with</p> <p>a. a clear controlling idea</p> <p>b. relevant details /examples</p> <p><b>Curriculum:</b></p> <p>*given examples, identify the controlling idea, details</p> <p>*exchange their writing for peer review to identify controlling ideas, details, etc. <b>W.3.1.a-d W2B.3.a-b</b> Provide reasons that support the opinion.</p>	<p>Compose text with</p> <p>a. a clear controlling idea</p> <p>b. relevant details /examples</p> <p><b>Curriculum:</b></p> <p>*given examples, identify the controlling idea, details</p> <p>*exchange their writing for peer review to identify controlling ideas, details, etc. <b>W.4.1.a-d W2B.4.a-b</b> Provide reasons that are supported by facts and details. <b>W.4.2.a-e W2B.4.a-b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>C</b>  <b>Organization and Sentence Structure</b>	<p>* Compose text with</p> <p>a. evidence of beginning, middle and end</p> <p>b. complete sentences or thoughts</p> <p>c. (declarative and interrogative)</p> <p><b>Curriculum:</b> *given simple puzzle for sequencing, use it to write three paragraphs (beg, mid, end)</p> <p>*given example sentences, identify subject and predicate</p> <p>*edit work with a partner to check for complete sentences</p> <p><b>L.4.1.a-g W2C.2.b</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p><b>W.2.1 W2C.2.a</b> 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. <b>W.2.1 W2C.2.a</b></p> <p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. <b>W.2.1 W2C.2.a</b></p> <p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. <b>W.2.1 W2C.2.a</b></p> <p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. <b>W.2.2 W2C.2.a</b></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>W.2.3 W2C.2.a</b></p> <p>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. <b>L.2.1.a-f W2C.2.b</b></p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Compose text with</p> <p>a. a beginning, middle and end</p> <p>b. sentence variety (including imperative and exclamatory)</p> <p><b>Curriculum:</b></p> <p>*given simple puzzle for sequencing, use it to write three paragraphs (beg, mid, end)</p> <p>*given example sentences, identify subject and predicate</p> <p>*edit work with a partner to check for complete sentences</p> <p><b>L.3.1.a-f W2C.3.b</b> Produce simple, compound, and complex sentences.</p>	<p>Compose text with</p> <p>a. a beginning, middle, and end</p> <p>b. a logical sequence of events</p> <p>c. sentence variety</p> <p><b>Curriculum:</b></p> <p>*given simple puzzle for sequencing, use it to write three paragraphs (beg, mid, end)</p> <p>*given example sentences, identify subject and predicate</p> <p>*edit work with a partner to check for complete sentences <b>W.4.1.a-d W2C.4.a</b></p> <p>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>W.4.1.a-d W2C.4.a</b> Provide a concluding statement or section related to the opinion presented. <b>W.4.3.a-e W2C.4.a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.4.3.a-e W2C.4.a</b> Provide a conclusion that follows from the narrated experiences or events. <b>W.4.2.a-e W2C.4.b</b> Provide a concluding statement or section related to the information or explanation presented. <b>W.4.2.a-e W2C.4.b</b></p> <p>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.</p>
	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 4, 2.1</p>	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 4, 2.1</p>	<p><b>DOK</b> 2</p> <p><b>ST</b> CA 4, 2.1</p>

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

2 Compose well-developed text			
	Grade 2	Grade 3	Grade 4
<b>D</b>	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using a. words that are specific, accurate, and suited to the topic b. sensory detail
<b>Word Choice</b>	<p><b>Curriculum:</b> *review texts to find words related to the topic and specific and accurate words *review classmates' work to identify their word choices</p>	<p><b>Curriculum:</b> *review texts to find words related to the topic and specific and accurate words *review classmates' work to identify their word choices <b>W.3.2.a-c W2D.3</b> Develop the topic with facts, definitions, and details. <b>W.3.3.a-d W2D.3</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <b>L.3.6 R1E W2D.3</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i>). <b>L.3.3.a-b W2D.3</b> Choose words and phrases for effect.*</p>	<p><b>Curriculum:</b> *review texts to find words related to the topic and specific and accurate words *review classmates' work to identify their word choices <b>W.4.2.a-e W2D.4.a-b</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>W.4.3.a-e W2D.4.a</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations. <b>W.4.3.a-e W2D.4.a</b> Use concrete words and phrases and sensory details to convey experiences and events precisely. <b>L.4.6 W2D.4.a</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<b>DOK</b>	2	2	2
<b>ST</b>	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>E</b>	<b>Conventions</b>	<p>* In written text</p> <ol style="list-style-type: none"> <li>space correctly between letters and words</li> <li>capitalize days of week, names of towns, cities, states</li> <li>use correct ending punctuation in imperative and exclamatory sentences</li> <li>correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjective</li> <li>declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter</li> <li>correctly use describing words (adjectives) and substitute pronouns for nouns</li> <li>spell words with simple patterns and high-frequency words correctly</li> <li>use transitional spelling, classroom resources, especially dictionary, and spelling strategies</li> <li>write legibly <b>Curriculum:</b></li> </ol> <p>*correctly complete sentences using conventions          *identify conventions in example sentences          *weekly spelling tests          *handwriting practice          *complete work in grammar textbook <b>L.2.2.a-e W2E.2.f</b>          Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <b>L.2.2.a-e W2E.2.e</b> Generalize learned spelling patterns when writing words (e.g., cage-badger; boy-boil). <b>L.2.2.a-e [W2E.4.c]</b> Use an apostrophe to form contractions and frequently occurring possessives. <b>L.2.1.a-f W2E.1.d</b> Use collective nouns (e.g., <i>group</i>). <b>L.2.1.a-f W2E.1.d</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). <b>L.2.1.a-f W2E.2.d</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i>). <b>L.2.1.a-f W2E.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). <b>L.2.1.a-f W2E.2.d</b> Use adjectives and adverbs, and choose between them depending on what is to be modified. <b>L.2.2.a-e W2E.2.b</b> Capitalize holidays, product names, and geographic names. <b>L.2.2.a-e W2E.2.c</b> Use commas in greetings and closings of letters.</p>	<p>In written text</p> <ol style="list-style-type: none"> <li>space correctly between words in a sentence and in margins</li> <li>capitalize months of year, titles of individuals, greeting and closing of letter</li> <li>use correct ending punctuation in imperative and exclamatory sentences</li> <li>correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives</li> <li>correctly spell simple compounds, homophones, contractions and words with affixes</li> <li>use standard spelling and classroom resources, including dictionary, to edit for correct spelling</li> <li>write legibly <b>Curriculum:</b></li> </ol> <p>*correctly complete sentences using conventions          *identify conventions in example sentences          *weekly spelling tests          *handwriting practice          *complete work in grammar textbook  <b>L.3.2.a-g W2E.3.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). <b>L.3.2.a-g W2E.3.f</b> Consult reference materials including beginning dictionaries, as needed to check and correct spelling.  <b>L.3.2.a-g W2E.2.e</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  <b>L.3.1.a-i W2E.3.d</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <b>L.3.1.a-i W2E.1.d</b> Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. <b>L.3.1.a-i W2E.1.d</b> Use abstract nouns (e.g., <i>childhood</i>) <b>L.3.1.a-i W2E.3.d</b> Form and use regular and irregular verbs. <b>L.3.1.a-i W2E.1.d</b> Form and use regular and irregular plural nouns. <b>L.3.1.a-i W2E.3.d</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses <b>L.3.1.a-i [W2E.7.c]</b> Ensure subject-verb and pronoun-antecedent agreement.* <b>L.3.1.a-i W2E.3.d</b> Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.</p>	<p>In written text</p> <ol style="list-style-type: none"> <li>capitalize holidays, names of counties and countries</li> <li>use commas in a series, and between city and state</li> <li>use apostrophe in contractions and singular possessives, with assistance</li> <li>correctly use verbs that agree with compound subject, and conjunctions</li> <li>use standard spelling and classroom resources, including dictionary, to edit for correct spelling</li> <li>write legibly</li> </ol> <p><b>Curriculum:</b></p> <p>*correctly complete sentences using conventions          *identify conventions in example sentences          *weekly spelling tests          *handwriting practice          *complete work in grammar textbook <b>L.4.2.a-d W2E.4.a</b> Use correct capitalization. <b>L.4.2.a-d W2E.4.e</b> Spell grade-appropriate words correctly, consulting references as needed.</p>
		<b>DOK</b>	<b>1</b>	<b>1</b>
<b>ST</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	

# Writing

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>3 Write effectively in various forms and types of writing</b>			
	Grade 2	Grade 3	Grade 4
<b>A</b>	<p>Compose</p> <p>*a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>*b. thank-you notes, friendly letters, lists, invitations</p> <p><b>Curriculum</b></p> <p>*given a prompt, write in journal *shown examples of types of writing listed to review/find characteristics of</p> <p>*write a thank you to classroom visitors</p> <p>*given scenario, write note, list, invitation <b>W.3.2.a-c W3A.3.a</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>W.2.1 W3A.2.a</b> 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. <b>W.2.3 W3A.2</b> 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. <b>W.2.7 W3A.2.a</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Compose</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. text emphasizing the format of diary/journal entries and friendly letters</p> <p><b>Curriculum</b></p> <p>*given a prompt, write in journal</p> <p>*shown examples of types of writing listed to review/find characteristics of</p> <p>*write a thank you to classroom visitors</p> <p>*given scenario, write note, list, invitation <b>W.3.10 W3A.3.a</b></p> <p>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. <b>W.3.7 W3A.3.a</b> Conduct short research projects that build knowledge about a topic. <b>W.3.3.a-d W3A.3.a</b> Write narratives to develop real and imagined experiences or events using effective techniques, descriptive details, and clear event sequences. <b>W.3.1.a-d W3A.3.a</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Compose</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. text using an appropriate format</p> <p><b>Curriculum</b>*given a prompt, write in journal *shown examples of types of writing listed to review/find characteristics of *write a thank you to classroom visitors</p> <p>*given scenario, write note, list, invitation <b>W.4.10 W3A.4.a</b> Write routinely over extended time frames (time for research, reflection and revision) and shorter times frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences <b>W.4.9.a-b W3A.4.a-b</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words or actions].").</p> <p>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p><b>W.4.7 W3A.4.a</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.3.a-e W3A.4.a</b> Use concrete words and phrases and sensory details to convey experiences and events precisely. <b>W.4.3.a-e W3A.4.a</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>W.4.2.a-e W3A.4.a</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>W.4.1.a-d W3A.4.a</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
DOK	3	3	3
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1

<b>W.2.1 [W2C.7.e]</b> 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., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grad 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
<b>SL.2.3</b> 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.
<b>SL.2.1.a-c</b> Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SL.2.5 ICTL5C.2.b</b> 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.

## Writing (9-12)

<b>RI.2.5 ICTL3.B.2</b> 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
<b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
<b>L.2.4.a-e</b> 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.
<b>L.2.5.a-b</b> Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i> ). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).

**W.3.1.a-d[W2C.7.e]** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**W.3.2.a-c W2C.4.b]** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**W.3.3.a-d[W2C.7.e]** Use temporal words and phrases to signal event order.

**L.3.3.a-b** Recognize and observe differences between the conventions of spoken and written standard English.

**L.3.4.a-d[R1E.4.a]** 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*)

**W.4.1.a-d[W2C.7.e]** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

**W.4.2.a-e [W2C.7.e]** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

**W.4.3.a-e[W2C.7.e]** Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.3.a-e[W2D.5.b]** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**L.4.5.a-c[R2B.5.a-b]** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

**L.4.5.a-c[R2B.6.c]** Recognize and explain the meaning of common idioms, adages, and proverbs

# Listening and Speaking

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

1 Develop and apply effective listening skills and strategies			
	GRADE 2	GRADE 3	GRADE 4
<b>A</b>	<p>Listen</p> <ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• to solve problems</li> <li>• for directions to complete a simple task</li> </ul> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>*listen to stories read aloud</li> <li>*listen to movies/web-sites with sound</li> </ul>	<p>Listen</p> <ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• to distinguish fact from opinion</li> <li>• for directions to complete a two- or three-step task</li> </ul> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>*listen to stories read aloud</li> <li>*listen to movies/web-sites with sound</li> <li>*listen to examples read aloud; complete graphic organizer to distinguish fact from opinion</li> <li>*create a craft for fun and/or related to subject area content</li> </ul>	<p>Listen</p> <ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify tone, mood and emotion of verbal and nonverbal communication</li> </ul> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>*listen to stories read aloud</li> <li>*listen to movies/web-sites with sound</li> <li>*compare verbal examples to identify tone, mood, emotion</li> </ul>
	<p><b>ST</b> CA 5, 6 1.5, 1.6, 1.10</p> <p><b>FR</b> I 1f, II 5b, III 1b, K-4</p>	<p><b>CA 5, 6 1.5, 1.6, 1.10</b></p> <p>I 1f, II 5b, III 1b, K-4</p>	<p><b>CA 5, 6 1.5, 1.6, 1.10</b></p> <p>I 1f, II 5b, III 1b, K-4</p>
<b>B</b>	<p>Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p><b>SL.2.1.a-c LS1B.2</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>*praise students when listening behaviors are on-task</li> </ul>	<p>Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>*praise students when listening behaviors are on-task</li> </ul> <p><b>SL.3.1.a-d LS1B.3</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</p>	<p>Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>*praise students when listening behaviors are on-task</li> </ul> <p><b>SL.4.1.a-d LS1B.4</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>
	<p><b>ST</b> CA 5, 6 1.5</p> <p><b>FR</b> I 2h, IV 1d, K-4</p>	<p><b>CA 5, 6 1.5</b></p> <p>I 2h, IV 1d, K-4</p>	<p><b>CA 5, 6 1.5</b></p> <p>I 2h, IV 1d, K-4</p>

# Listening and Speaking

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

2 Develop and apply effective speaking skills and strategies for various audiences and purposes			
	GRADE 2	GRADE 3	GRADE 4
<b>A</b> Discussion and Presentation	<p>Speak at an appropriate volume and maintain a clear focus when sharing ideas</p> <p><b>SL.2.4 LS2A.2</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>Curriculum:</b></p> <p>*Read aloud their writing</p> <p>*Read aloud stories in their reading group</p>	<p>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas</p> <p><b>Curriculum:</b></p> <p>*Read aloud their writing</p> <p>*Read aloud stories in their reading group</p> <p><b>SL.3.4 LS2A.3</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.<b>SL.3.1.a-d LS2A.1</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>SL.4.1.a-d LS2A.1</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>In discussions and presentations,</p> <ul style="list-style-type: none"> <li>• present ideas in a logical sequence</li> <li>• identify and apply appropriate speaking techniques such as volume control, pace and eye contact</li> </ul> <p><b>Curriculum:</b></p> <p>*after researching in a topic area, share their learning <b>SL.4.4 LS2A.4</b> Report on a topic or text, tell a story, or recount an experience in an organized way, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
	<p><b>ST</b> CA 1, 6 2.1, 2.3</p> <p>FR II 1e, 3b-c, e, 5a, c-e, g-h, 6a &amp; h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4</p>	<p><b>CA 1, 6 2.1, 2.3</b></p> <p>II 1e, 3b-c, e, 5a, c-e, g-h, 6a &amp; h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4</p>	<p><b>CA 1, 6 2.1, 2.3, 4.6</b></p> <p>II 1e, 3b-c, e, 5a, c-e, g-h, 6a &amp; h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4</p>
<b>B</b> Giving Directions	<p>Give clear oral directions to complete a simple task</p> <p><b>Curriculum:</b></p> <p>*design a craft or recipe for others to follow</p>	<p>Give clear two- and three-step oral directions to complete a simple task</p> <p><b>Curriculum:</b></p> <p>*design a craft or recipe for others to follow</p>	<p>Give clear and concise three- and four-step oral directions to complete a task</p> <p><b>Curriculum:</b></p> <p>*design a craft or recipe for others to follow</p>
	<p><b>ST</b> CA 1, 6 2.1, 2.3</p> <p>FR I 6e, K-4</p>	<p><b>CA 1, 6 2.1, 2.3</b></p> <p>I 6e, K-4</p>	<p><b>CA 1, 6 2.1, 2.3</b></p> <p>I 6e, K-4</p>

# Information Literacy-UNDER REVISION

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>1 Develop and apply effective research process skills to gather, analyze and evaluate information</b>			
	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADES 4</b>
<b>A</b>	Formulate keywords and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry
	<p><b>Curriculum:</b> *allow students to choose a topic for research. Use journal and/or graphic organizer to record info. *research topics related to subject topics (animals, authors, etc.)</p>	<p><b>Curriculum:</b> *allow students to choose a topic for research. Use journal and/or graphic organizer to record info. *research topics related to subject topics (animals, authors, etc.) <b>W.3.7 ICTL2B.3.a-c</b> Conduct short research projects that build knowledge about a topic.</p>	<p><b>Curriculum:</b> *allow students to choose a topic for research. Use journal and/or graphic organizer to record info. *research topics related to subject topics (animals, authors, etc.)</p>
<b>ST</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>
<b>FR</b>	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4
<b>B</b>	Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate and use various resources to find information on keywords and questions
	<p><b>Curriculum:</b> *given specific web-sites, or subjects to research, students locate information</p>	<p><b>Curriculum:</b> *given specific web-sites, or subjects to research, students locate information</p>	<p><b>Curriculum:</b> *given specific web-sites, or subjects to research, students locate information <b>W.4.7 ICTL2B.4.a-c</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <b>W.4.7 ICTL3A.4.a-c</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <b>W.4.7 ICTL4D.4.a-b</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8 ICTL6B.4.c</b> 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.</p>
<b>ST</b>	<b>CA 2, 3 1.2, 1.4</b>	<b>CA 2, 3 1.2, 1.4, 1.6</b>	<b>CA 2, 3 1.2, 1.4, 1.6</b>
<b>FR</b>	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4

# Information Literacy-UNDER REVISION

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>C</b>	<b>Record Information</b>	Use resources to a. identify relevant information b. record main ideas and important details in own words c. record information using organizational strategies <b>W.2.8 ICTL5A.2</b> Recall information from experiences or gather information from provided sources to answer a question. <b>W.2.6 ICTL5A.2</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>Curriculum:</b> *Use graphic organizers, journals to share information <b>W.3.6 ICTL5C.3.a-c</b> 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. <b>W.3.6 ICTL1B.3</b> 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.	Use resources to a. identify relevant information b. record main ideas and important details in own words c. record information using organizational strategies <b>Curriculum:</b> *Use graphic organizers, journals to share information <b>W.4.8 ICTL5A.4</b> 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.	
		<b>ST</b> FR	<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b> <b>CA 2, 3, 4, 1.2, 1.8, 2.1</b> I 3f, IV 1e, K-4	
<b>D</b>	<b>Sources Consulted</b>	Give credit, through discussion, for others' ideas, images and information <b>Curriculum</b> *When sharing information, able to share where they found it	Informally give credit for others' ideas, images and information found in various resources <b>Curriculum</b> *When sharing information, able to share where they found it	Informally give credit for others' ideas, images and information found in various resources <b>Curriculum</b> *When sharing information, able to share where they found it
		<b>ST</b> FR	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b> IV 3d, K-4	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b> IV 3d, K-4

# Information Literacy-UNDER REVISION

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media			
	GRADE 2	GRADE 3	GRADE 4
<b>A</b>	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media
	<b>Curriculum</b> *Given examples of posters and/or print ads and radio ads, students will identify what the designer is selling or promoting.	<b>Curriculum</b> *Given examples of posters and/or print ads and radio ads, students will identify what the designer is selling or promoting.	<b>Curriculum</b> * Given examples of posters and/or print ads and radio ads, students will identify what the designer is selling or promoting. * Students will create their own poster, connected to their persuasive text.
<b>ST</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>
<b>FR</b>	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4

**W.3.7 ICTL3A.3.a-b** Conduct short research projects that build knowledge about a topic.

**ICTL3A.3.a-b**

- a. Identify types of sources, including oral, print and digital, appropriate for the information needed.  
 Locate, with assistance, information sources using appropriate organizational tools based on the information needed.

**W.3.7 ICTL4D.3.a-b** Conduct short research projects that build knowledge about a topic.

**ICTL4D.3.a-b**

- a. Analyze, with assistance, information gathered for gaps.  
 Locate, with assistance, additional information as needed.

**SL.3.1.a-d** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) and diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL.3.1.a-d** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**L.3.1.a-i** Use coordinating and subordinating conjunctions.

**L.3.1.a-i [W2C.7.d]** Produce simple, compound, and complex sentences.

**L.3.2.a-g[W2E.5.a]** Capitalize appropriate words in titles.

**L.3.2.a-g[W2E.4.b]** Use commas in addresses.

# Information Literacy-UNDER REVISION

Grade Levels 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>

<b>L.3.2.a-g [W2E.7.c]</b>	Use commas and quotation marks in dialogue.
<b>L.3.2.a-g [W2E.4.c]</b>	Form and use possessives.
<b>L.3.2.a-g [W2E.6.c]</b>	Form and use possessives.
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.
<b>SL.4.1.a-d</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.4.6</b>	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.
<b>L.4.1.a-g</b>	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).
<b>L.4.1.a-g</b>	Form and use prepositional phrases.
<b>L.4.1.a-g</b>	correctly use frequently confused words (e.g., <i>to, too, two, there, their</i> ).*
<b>L.4.2.a-d [W2E.7.c]</b>	Use commas and quotation marks to mark direct speech and quotations from a text.
<b>L.4.2.a-d [W2E.5.b]</b>	Use a comma before a coordinating conjunction in a compound sentence.
<b>L.4.3.a-c</b>	<b>Choose punctuation for effect.*</b>
<b>L.4.3.a-c</b>	<b>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</b>

2<sup>nd</sup> Grade Common Core

3<sup>rd</sup> Grade Common Core

4<sup>th</sup> Grade Common Core