

2017 New Jersey Learning Standards Scope and Sequence Voorhees Township Second Grade

Unit 1 Reading Literature and Informational Text Standards	
Approximate Time Spent on Standard	Standard
3-5 days then continuous through all instruction	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
OPTION to TEST	(R.I 2.1 Assessment)
continuous through all instruction	RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed. RI.2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.
3 - 5 days	RL.2.3 Describe how characters in a story respond to major events and challenges using key details.
3 - 5 days	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action identifying how each successive part builds on earlier sections.
OPTION to TEST	(RL 2.5 Assessment)
3 - 5 days	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (Author's Purpose)
OPTION to TEST	(RI 2.6 Assessment)
2- 3 days	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2- 3 days	RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
OPTION To TEST	(RI 2.7 Assessment)
3 - 5 days	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
OPTION to TEST	(RI 2.5 Assessment)
3 - 5 days	RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

*Within a unit, objectives are not limited to days specified above. Instruction should incorporate previous taught objectives throughout the unit and standards may overlap in teaching.

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Unit 2 Reading Literature and Informational Text Standards	
Approximate Time Spent on Standard	Standard
continuous through all instruction	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
continuous through all instruction	RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed. RI.2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.
3 – 5 days	RL.2.3 Describe how characters in a story respond to major events and challenges using key details.
OPTION to TEST	(RI 2.3 Assessment)
4 – 6 days	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3 – 5 days	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
OPTION to TEST	(RI 2.3 Assessment)
6 – 8 days	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
OPTION to TEST	(Poetry)
2 – 4 days	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2 – 4 days	RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
OPTION to TEST	(RI 2.7 Assessment)
6 – 8 days	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action identifying how each successive part builds on earlier sections.
OPTION to TEST	(RL 2.5 Assessment)

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Voorhees Township Second Grade**

Unit 3 Reading Literature and Informational Text Standards	
Approximate Time Spent on Standard	Standard
continuous through all instruction	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
continuous through all instruction	RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed. RI.2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.
6 – 8 days	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.
6 – 8 days	RL.2.2 Recount stories, including fables and folktales from diverse cultures, determine their central message/theme, lesson, or moral.
3 – 5 days	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
3 – 5 days	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
2 – 3 days	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2 – 3 days	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3 – 5 days	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.

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2017 New Jersey Learning Standards Scope and Sequence Voorhees Township Second Grade

Unit 4 Reading Literature and Informational Text Standards	
Approximate Time Spent on Standard	Standard
continuous through all instruction	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
continuous through all instruction	RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed. RI.2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.
3 – 5 days	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.
3 – 5 days	RL.2.2 Recount stories, including fables and folktales from diverse cultures, determine their central message/theme, lesson, or moral.
3 – 5 days	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
3 – 5 days	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
3 – 5 days	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3 – 5 days	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3 – 5 days	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.

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Grammar

- Follow Pearson Reading Street's Grammar Skills each week, with the *exception* of:

Unit 1, Story 2	–	Exploring Space	–	Subject
Unit 1, Story 3	–	Henry and Mudge	–	Predicate
Unit 3, Story 2	–	Dear Juno	–	Verb/Noun Agreement
Unit 3, Story 5	–	A Weed Is a Flower	–	“To Be” (am, is, are, was, were)
Unit 6, Story 2	–	Red, White, and Blue	–	Quotation Marks
Unit 6, Story 5	–	Jingle Dancer	–	Indenting Paragraphs

Phonics

- Follow Pearson Reading Street's Phonics Skills or Wilson's Foundations Program for each week to cover foundational standards.

Writing

- Each school will follow their writing program to cover writing standards.

Unit 1

RL.2.1 RI.2.1 (Answering questions)

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- T QAR PowerPoint; introduce different types of questions
- Read aloud *Ruby Bridges*
- Decide the type of question then answer

Ev.: participation; answer questions

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- T PowerPoint to review different types of questions
- T Assign kids-a-z story with text dependent questions

Ev.: complete sentences

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Read *Henry and Mudge*
- Answer text dependent questions

Ev.: answers

Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- T PowerPoint how to answer questions in complete sentences using words from the question
- Review *Henry and Mudge*
- Complete foldable; discuss types of questions and where to find the answer

Ev.: correct answers

TEST: Obj.: SWBAT ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Administer *The Deep Blue Sea (R.I 2.1 Assessment)*

Ev.: test scores

RL.2.3 (Character Analysis)

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- T PowerPoint introducing ways to describe a character
- Use handout of adjectives to describe character, Angie, from U1W3D1 read aloud
- Complete character web

Ev.: description of main character

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- Read and discuss *Iris and Walter*; Describe Iris and how she changes from the beginning of the story to the end

Ev.: discussion

Obj.: SWBAT describe how characters in a story respond to major events and challenges using key details.

- Read and discuss *Amazing Grace*; Complete character analysis of Grace

Ev.: character web

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- T Read works passage

Ev.: comprehension scores

RL.2.5 (Plot)

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- T Plot PowerPoint

- Read and discuss *Ronald Morgan Goes to Bat* or *Tara and Tiriee Fearless Friends*

- Complete story map

Ev.: discussion

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- T readinga-z.com lesson; Comprehension Skill Pack-plot; read passage and highlight key parts to answer plot questions

Ev.: highlighting

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- T SmartBoard Lesson on plot

- T Read Works Passage; Skill focus- Plot DI articles

Ev.: passage questions

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- Read _____ (Fall themed picture book)

- Complete Candy Corn story elements activity **DI** (title, characters, and setting or beginning, middle, and end); This is a teachers pay teachers free resource.

Ev.: candy corn

TEST: Obj: SWBAT describe characters and the overall structure of a story.

- **Administer Learning to Make Pizza Assessment (RL 2.5 Assessment)**

Ev.: test scores

RI 2.6 (Author's purpose)

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- www.readinga-z.com second/third grade reading comprehension pack persuade; model passage and passage practice

Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- www.readinga-z.com second/third grade comprehension skill pack inform; model passage and passage practice

Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- www.readinga-z.com second/third grade reading comprehension pack entertain; model passage and passage practice

Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- **T** SmartBoard review of author's purpose

- **T** readworks passage

Ev.: passage scores

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- **T** Nearpod or Powerpoint to review author's purpose

- Author's purpose scoot (teachers pay teachers)

Ev.: scoot answers

TEST: Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- Administer *Life as a Chimpanzee* (RI 2.6 Assessment)

Ev.: test scores

RL2.7 (Use clues from pictures and text to describe character, setting, plot)

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Read and discuss *Turtle's Race with Beaver*; Use pictures and text to clarify events and setting
- Complete character flower from readinga-z.com (also includes setting and plot)

Ev.: discussion

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Read and discuss *Amelia Bedelia*; Use picture and context clues to understand Amelia's actions
- Character profile

Ev.: discussion

*This standard is continuously addressed through daily instruction.

RI2.7 (Use of diagrams)

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.

- Use *Space Walk* (OL leveled reader) or *Exploring the Galaxy* (AL leveled reader)
- Use diagrams and images to clarify text

Ev.: discussion

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.

- Read and discuss *Scholastic News* article
- Complete follow up activities

Ev.: follow-up

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.

- **T** Use www.readinga-z.com visual devices- steps in a process diagram as an example
- Create your own diagram (a follow-up to above lesson)

Ev.: independent diagram

*This standard is continuously addressed through content area instruction.

TEST: Obj.: SWBAT explain how illustrations and images contribute to and clarify a text.

- Administer *Why are Cheetahs so Fast?* (RI 2.7 Assessment)

Ev.: test scores

RI2.5 (text features)

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Read *Exploring Space* and discuss importance of text features (headings, captions, etc.)

- Locate each text feature

Ev.: discussion

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Read and discuss *Scholastic News* article

- Complete follow up activities

Ev.: follow-up

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Read *USA Turkey for Thanksgiving* and discuss electronic menu functions

Ev.: discussion

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- T Read aloud *Animal Discoveries* from readinga-z.com (Level O- also RI2.10)

- Complete comprehension quiz on text features independently

Ev.: comprehension scores

*This standard is continuously addressed through content area instruction.

TEST: Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Administer *Keeping Warm in a Cold, Cold Place* (RI 2.5 Assessment)

Ev.: test scores

RL2.10 (poetry at grade level text complexity)

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

- T www.brainpopjr.com poetry

- T www.readinga-z.com lesson

Ev.: question set

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

- T Epic! App story- *Finding the Rhyme* in a Poem

- Read aloud text to learn different features of poetry
- Independent reading of other poems on Epic!

Ev.: discussion

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

- T readworks poem and question set

Ev.: question set

Obj.: SWBAT read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.

- Superteacher.com poetry practice

Ev.: poetry practice

*Literature at grade level text complexity or above is addressed via read alouds and guided reading groups.

Unit One Reading Literature Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions	Pearson Reading Street • Henry and Mudge • Trifolds • Text dependent questions • Super Teacher Site Grade 2 Reading Comp. stories	• Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading Graphic Organizers
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	• Identify the characters in the story • Identify key details in the story • Consider how characters are involved in a story • Analyze their reactions to story events • Identify how the characters solve the problem	Pearson Reading Street • Iris and Walter	
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	• Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end) • Describe how the parts of the story build from beginning to end	Pearson Reading Street • Ronald Morgan or Tara & Tiree	
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Utilize information from illustrations, pictures and words from print or digital text • Explain how the illustration, pictures and words provide a clearer	Pearson Reading Street • Amelia Bedelia • Turtle's Race	

	understanding of character, setting, and plot		
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	• Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	• Super Teacher Website-poetry • Brain Pop, Jr. • EPIC • Scholastic Book: Owl Moon • Picture Books • Reading A-Z membership includes stories/comp.	
Unit One Reading Informational Text Standards: Second Grade			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions	Pearson Reading Street • Exploring Space • A Walk in the Desert Digital Read Works site http://digital.readworks.org/ Truflx site http://auth.grolier.com/login/tfx/login.php?bffs=N	• Literacy Program Assessments • Effective Questioning • Teacher Observation • Conferencing • Anecdotal Records • Rubrics/Checklists • Oral Responses • Response to Reading Graphic Organizers
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	• Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information • Identify which text features help you find important information about what you're reading • Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text	Pearson Reading Street • Exploring Space Scholastic News • USA Turkey for Thanksgiving	
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Determine the text's main purpose according to what the author wants the reader to know	Digital Read Works site http://digital.readworks.org/ Guided Reading- Pearson/Scholastic leveled readers	

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	- Utilize information from illustrations, diagrams or images from informational text. - Explain how illustrations, diagrams or images clarify the text	Pearson Reading Street Leveled Readers - Exploring the Galaxy (A) - Space Walk (OL)	
RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	- Demonstrate good reading habits - Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	- As in previous standards Guided reading Digital Read Works site http://digital.readworks.org/ - Truflix site http://auth.grolier.com/login/tfx/login.php?bffs=N - Scholastic News - Newsela site- articles https://newsela.com/ - Picture Books - Reading A-Z https://www.readinga-z.com/	Fresh Reads Running Records Socratic Circle
Unit One Reading Foundation Standards:			

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)	- Utilize strategies for decoding two-syllable words in texts - Utilize strategies for decoding irregularly-spelled words in texts	Wilson Foundations	Wilson Foundations Unit activities/ evaluations
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	- Understand grade-level text when reading - Read grade-level text aloud, making minimal errors - Use an appropriate rate when reading aloud - Use appropriate expression and inflection when reading text aloud - Use appropriate self-correction strategies to read words and for understanding - Reread text to better understand what was read, when necessary	- Guided Reading Foundations Probes - Sounds - Real words - Nonsense words - Phrases - stories	Fresh Reads Foundations Probes

Unit One Writing Standards:

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	• Include an introduction statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • End with a closing statement	• Writer's Workshop Unit 1 • Zaner Bloser Six Traits Unit 1 • 4 Square Writing • Authentic Literature Used as Models • Process Writing • Graphic Organizers • Writer's Workshop • Teacher Modeling • Writing/Picture Prompts • Author's Chair • Teacher/Student Conferences • Peer Conferences • Technology Resources • Mini-Lessons • Writing Exemplars	• Literacy Program Assessments • Teacher Observation/Questioning • Anecdotal Records • Writing Prompts • Writing Samples • Journals • Writing Portfolios • Daily Application of Mini-Lesson and Strategy Instruction • Rubrics/Checklists • Self-Assessments • Graphic Organizers Teacher/Student Conferences
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing	• Writer's Workshop Unit 1 • Zaner Bloser Six Traits Unit 1 • 4 Square Writing	
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Publish writing both independently and with peers using digital tools • Use keyboarding techniques	• Writer's Workshop Unit 1 • Zaner Bloser Six Traits Unit 1 • 4 Square Writing	

Unit One Reading Speaking and Listening Standards:

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.A. Follow agreed-upon norms 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). SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations - Assume various roles in conversations (e.g., participant, leader, and observer) - Use norms of conversations (e.g., eye contact, taking turns, etc) - Connect comments to build on remarks of others - Ask questions and further explanations about topics and/or texts	- Socratic Circle - Turn and Talk - Literature Circles - Writer's Workshop - Read into the Circle - Literacy Program Materials - Literacy Discussion Groups - Teacher Modeling - Whole Class Discussions - Small Group Discussions - Morning Routine - Think-Pair-Share - Oral Presentations - Role Play - Read Aloud-Think Aloud - Peer Conferencing - Author's Chair - Mini-Lessons - Response Logs - Graphic Organizers - Technology Resources	- Literacy Program Assessments - Rubric for Effective Oral Presentations - Student Participation - Personal Experience Sharing - Student Think Alouds - Anecdotal Records - Listener's/Speaker's Checklists - Self-Monitoring - Teacher Observation/Checklists - Teacher-Student Conferencing - Oral/Written Responses Effective Questioning and Responses
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	- Demonstrate careful listening in order to describe or recount what is heard - Describe key ideas or details from a text or presentation when presented orally	- As listed above including: Digital Resources: - Ibooks - See Saw App - Explain Everything	
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2	- Articulate ideas (both verbally and in writing) using complete sentences and ideas - Provide details or clarifications when speaking as requested	As listed above	

Language standards 1 and 3 here for specific expectations.)			
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Unit One Language Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A. Use collective nouns (e.g., group). L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).	- Define and identify collective nouns in sentences - Use collective nouns in student writing pieces - Identify irregular plural nouns used when reading, writing or speaking - Classify plural nouns as regular or irregular - Form and use common irregular plural nouns - Identify reflexive pronouns when reading, writing or speaking - Classify pronouns as reflexive - Accurately use reflexive pronouns when reading, writing or speaking	- Dictionary.com www.dictionary.com - Pearson Reading Street Unit 2 Grammar - Literacy Program Materials - Foundations - Authentic Literature as Models - Teacher Modeling - Writing Exemplars - Mini-Lessons - Response Logs/Journals - Technology Resources - Leveled Reading - Literacy Discussion Groups - Process Writing - Graphic Organizers - Rubrics - Shared Writing - Morning Routine - Word Work - Handwriting Practice	- Literacy Program Assessments - Teacher Observation/Questioning - Anecdotal Records - Cloze Activities - Writing/Picture Prompts - Writing Samples - Journals - Writing Portfolios - Daily Application of Mini-Lesson and Strategy Instruction - Rubrics - Checklists - Self-Assessments - Graphic Organizers
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.A. Capitalize holidays, product names, and geographic names. L.2.2.E. Consult print and	- Demonstrate command of the conventions of standard English capitalization when writing - Utilize reference materials and resources to correct one's own spelling	Pearson Reading Street - Unit 1 Weeks 1,4,5 - Unit 2 week 2 (proper nouns)	

digital resources, including beginning dictionaries, as needed to check and correct spellings.			
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English	- Writing Workshop lessons - Read alouds - Compare/contrast Pearson Reading Street - A Walk in the Desert - Trueflix book- Deserts	
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	- Use context clues to determine or clarify the meaning of unknown and multiple-meaning words - Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words - Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words	- Homonyms Multiple meaning words Pearson Reading Street- - Unit 4 wk 2 pg 44-45 - Unit 4 wk 4 pg 98-99 - Unit 4 wk 5 pg 126-127	- Literacy Program Assessments - Teacher Observation/Questioning - Anecdotal Records - Cloze Activities - Writing/Picture Prompts - Writing Samples - Journals - Writing Portfolios - Daily Application of Mini-Lesson and Strategy Instruction - Rubrics - Checklists - Self-Assessments - Graphic Organizers

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Identify the connections of words to real-life experiences	• Vocabulary- Pearson reading Street • Lucy Caukins Writer's Workshop Unit 1 vocabulary and author's craft examples	
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	• Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary	• Pearson Reading Street Unit 4 Grammar	•

Unit Two Reading Literature Standards:

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	- Utilize textual evidence to support thinking when asking and answering general questions - Create questions about an important idea within the text (using who, what, where when, why, and/or how)	- Text Dependent Questions - Reading A-Z (higher leveled text) - Novel choice - Turtle's Race	- Literacy Program Assessments - Effective Questioning - Teacher Observation - Conferencing - Anecdotal Records - Rubrics/Checklists - Oral Responses - Response to Reading Graphic Organizers
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	- Identify the characters in the story - Consider how characters are involved in a story - Identify key details in the story - Analyze their reactions to story events - Identify how the characters solve a problem or challenges	Pearson Reading Street-Bremontown Musicians	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	- Analyze how words and phrases provide meaning to a poem, story, or song - Identify the parts of the poem that rhyme - Identify the parts of the poem that show the beat - Determine which part shows alliteration Define words and phrases specific to grade 2	Pearson Reading Street - The Strongest One - Readworks poetry http://www2.smarttutor.com	

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RL.2.5: - Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends - Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end	Pearson reading Street-Tara and Tiree	
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7: Utilize information from illustrations, pictures and words from print or digital text Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot	Pearson reading Street-Rosa & Blanca	
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	- Readworks site- provides a variety of leveled text. - Scholastic Guided Reading - Pearson Leveled readers - Scholastic site-Book Wizard will help you find books at lexile/ GR level. - Truflix http://tfx.grolier.com/r/title	

Unit Two Reading Informational Text Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	- Utilize textual evidence to support thinking when asking and answering general questions - Create questions about an important idea within the text (using who, what, where when, why, and/or how)	- Pearson Leveled reader- Amazing Animals (A) Unit 2 Week 1 - Truflux - Animal Kingdom series http://tfx.grolier.com/ - Epic! https://www.getepic.com/ (district membership required)-excellent book resource. - Reading A-Z (higher leveled stories)	
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	- Identify the characters in the story - Identify key details in the story - Consider how characters are involved in a story - Analyze their reactions to story events Identify how the characters solve a problem or challenges	Pearson Reading Street- - Space Article - Desert Article - A Weed is a Flower	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	- Analyze how words and phrases provide meaning to a poem, story, or song - Identify the parts of the poem that rhyme - Identify the parts of the poem that show the beat - Determine which part shows alliteration Define words and phrases specific to grade 2	- Good reads app - Lily's Purple Plastic purse Anansi Poem- Why Spiders Stick	
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings,	Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to	- Pearl Wagner paired selection TE 340-341 - Dear Juno paired	

glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	analyze text information Identify which text features helps clarify important information about what is being read Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text	selection TE 368-369 Reading A-Z (higher leveled text)	
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Determine the text's main purpose according to what the author wants the reader to know	Scholastic News Pearson Leveled Reader- Sea Turtles at Risk U2W3 (A)	
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text.	Pearson Leveled Reader- Insect or Arachnid (OL) U3W3	
RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	- Lifecycle - Frogs - A Weed is a Flower - Josh Gibson - Novel choice - Reading A-Z (higher leveled text)	

Unit Two Reading Foundational Skills Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)	- Identify typical vowel combinations - Demonstrate ability to pronounce and spell words with vowel teams - Utilize strategies for decoding two-syllable words in texts - Utilize strategies for decoding irregularly spelling-sound correspondence words in texts	- Wilson FUNdations Program Level 2 - Wilson Foundations Program Level 2 Unit 5 - Foundations- <u>Trick Words</u>	
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive	- Understand grade-level text when reading - Read grade-level text aloud, making minimal errors - Use an appropriate rate when reading aloud - Use appropriate expression and inflection when reading text aloud - Use appropriate self-correction strategies to read words and for understanding - Reread text to better	- All Reading Street - Running Records	

readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	understand what was read, when necessary		
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Unit Two Writing Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion .	- Gather facts, choose best facts to use, and present facts in a clear sequence - Include an introductory statement - Describe order of events using transition words (e.g. first, next, then, last) - Incorporate facts and definitions - Use linking words (e.g., because, and, also) End with a closing statement	- Zaner Bloser- 6 Traits - Writer's Workshop - Pearson Reading Street- - Tara and Tiree - Turtle's Race (Pearson RS) - One Dark Night (Pearson RS)	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar - Utilize conferences, checklist sheets, and peer editing Reflect on writing	Writer's Workshop	
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Publish writing both independently and with peers using digital tools Use keyboarding techniques		
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Understand their role as part of a team and the work they are required to accomplish		
W.2.8. Recall information from experiences or gather information from provided sources to answer a	Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to		

question.	select key pieces of information that pertain to the research question • Take notes		
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Unit Two Speaking & Listening Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.A. Follow agreed-upon norms 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). SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations - Assume various roles in conversations (e.g., participant, leader, and observer) - Use norms of conversations (e.g., eye contact, taking turns, etc) - Connect comments to build on remarks of others - Ask questions and further explanations about topics and/or texts	- Socratic Circle - Literature Circles - Journal Sharing	
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent	- Demonstrate storytelling techniques - Report relevant facts and details about experience Provide clear thoughts and emotion	- Socratic Circle - Literature Circles - Journal Sharing	

sentences.			
SL.2.5. Use multimedia ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	- Utilize digital media to enhance ideas for meaning - Create visuals that emphasize chosen facts or details	- Socratic Circle - Literature Circles - Journal Sharing	
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	- Articulate ideas (both verbally and in writing) using complete sentences and ideas - Provide details or clarifications when speaking as requested	- Socratic Circle - Literature Circles - Journal Sharing	
SL.2.5. Use multimedia ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	- Utilize digital media to enhance ideas for meaning - Create visuals that emphasize chosen facts or details	- Socratic Circle - Literature Circles - Journal Sharing	
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	- Articulate ideas (both verbally and in writing) using complete sentences and ideas - Provide details or clarifications when speaking as requested	- Socratic Circle - Literature Circles - Journal Sharing	

Unit Two Language Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A. Use collective nouns (e.g., group). L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	- Define and identify collective nouns in sentences - Articulate the purpose and use of collective nouns - Use collective nouns in student writing, not in isolation - Define and identify adjectives and adverbs when reading, writing or speaking - Classify adjectives and adverbs in sentences when reading and writing - Use adjectives and adverbs to appropriately modify words in the sentence - Define and identify simple and compound sentences when reading and writing - Classify sentences as simple or compound	- Pearson Reading Street Unit 2- Nouns - Pearson Reading Street Unit 4- Adjectives and Adverbs - Authentic Literature/model - Pearson unit 6, Story 4, “Cowboys” grammar	- Literacy Program Assessments - Teacher Observation/Questioning - Anecdotal Records - Cloze Activities - Writing/Picture Prompts - Writing Samples - Journals - Writing Portfolios - Daily Application of Mini-Lesson and Strategy Instruction - Rubrics - Checklists - Self-Assessments - Graphic Organizers
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.A. Capitalize holidays, product names, and geographic names. L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.	- Demonstrate command of the conventions of standard English capitalization when writing - Define and identify apostrophes in writing - Articulate the purpose and use of apostrophes - Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing - Identify common spelling patterns - Utilize common spelling	Pearson Reading Street - Iris & Walter-sentences - Ronald Morgan-Proper Nouns - A Turkey for Thanksgiving – Unit 2, w5 Possessive Nouns - Signmaker- Unit 5,w5- Contractions - Fundations- Phonics instruction	

L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	patterns when writing Utilize reference materials and resources to correct one's own spelling	- Wordsmyth App. - Dictionary.com - Lucy Caukins- Writer's Workshop	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English	- Lucy Caukins Writer's Workshop - Read Alouds - Compare/contrast	
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.D. Use knowledge of the meaning of individual	- Use context clues to determine or clarify the meaning of unknown and multiple-meaning words - Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words - Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words	Pearson Reading Street- - Unit 2 Spelling/ Foundations Pearson Reading Street - Anansi Goes Fishing <u>Apps:</u> - Dictionary.com - Wordsmyth	

words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives	Pearson Reading Street Unit 3 and Unit 4	
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	- Show understanding of newly acquired vocabulary (gathered from discussions as well as text) - Make purposeful language choices to communicate in an effective way - Utilize adjectives and adverbs to describe where necessary	<u>Apps to share understanding:</u> Ibooks Explain Everything See Saw journal/notes www.education.com - Teaching tools - Common Core www.betterlesson.com - Browse standards	

Unit Three Reading Literature Standards: Second Grade
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Standard	How to Implement	Materials/Resources	Assessments/Evidence
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)	Pearson Reading Street Quilt Story	- Literacy Program Assessments - Effective Questioning - Teacher Observation - Conferencing - Anecdotal Records - Rubrics/Checklists - Oral Responses - Response to Reading Graphic Organizers
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables Determine lesson of the story	Pearson Reading Street - Anansi Goes Fishing - Folktales/Fables/Plays - Epic (search fairy tales, folk tales, and more)	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	- Analyze how words and phrases provide meaning to a poem, story, or song - Identify the parts of the poem that rhyme - Identify the parts of the poem that show the beat - Determine which part shows alliteration Define words and phrases specific to grade 2	Pearson Reading Street I Like Where I Am Iris & Walter Poetry Collection	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	- Recognize that characters have different points of view - Determine how the characters think/feel about the events - Identify any characters that have similar thinking - Consider the character's voice when reading out loud Describe why a character has a	Pearson Reading Street - Helen Keller Scholastic Leveled Readers - A Girl Named Helen (Level K) - Reader's Theater-Bremen Town play - Reading A-Z (search RL 2.6- character Point of View-My Life as a Cat &	

	different point of view in a story	The Best Camping trip Ever)	
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Identify similarities and differences of events in different versions of the same story Identify similarities and differences in characters in different versions of the same story	Pearson Reading Street - Bremontown Musicians Scholastic Leveled Readers - Bremontown Musicians (Level K) - Epic (search fairy tales, folk tales, and more)	
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	- Super Teacher poetry - Leveled readers	

Unit Three Reading Informational Text Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)	Scholastic News	
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	- Identify the main idea and overall focus of a multi-paragraph text - Determine the main idea of the text - Determine the important ideas in the text Determine the details that lead to the main idea	Pearson Reading Street Firefighter Read Works Articles www.digitalreadworks.org	
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text - Identify text details, events, or ideas that are chronological or sequential - Retell chronological or sequential text details in the appropriate order Compare and contrast ideas from the text	Pearson Reading Street - Frogs Leveled Readers- Pearson: - Thomas Adams Invents Chewing Gum (OL) U3W5	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	- Analyze how words and phrases provide meaning to a poem, story, or song - Identify the parts of the poem that rhyme - Identify the parts of the poem that show the beat - Determine which part shows alliteration Define words and phrases	- Readworks poetry www.digitalreadworks.org - Super teacher site	

	specific to grade 2		
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	- Identify the main points in a text - Identify reasons that the authors uses to support the main points in a text Evaluate how or why the author uses the reasons to support the main points in a text	Pearson Reading Street Leveled readers: Animal Helpers (A)U3W3	
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: Identify similarities and differences of events in different versions of the same story Identify similarities and differences in characters in different versions of the same story	- Readworks- offers Paired Text - Epic (example: Search George Washington Carver matches Pearson's A Weed is a Flower and Helen Keller matches Pearson's Helen Keller story)	
RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	Pearson Reading Street Leveled readers- Guided reading	

Unit Three Reading Foundation Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)	- Identify typical vowel combinations - Demonstrate ability to pronounce and spell words with vowel teams - Utilize strategies for decoding words with affixes in texts - Utilize strategies for decoding irregularly-spelled words in texts - Determine if the word looks and sounds right and makes sense - Search for chunks and say them Focus on the beginning and/or end of the word and try again, when having difficulty	Foundations Level 2 Program to support phonics instruction. Pearson Reading Street Spelling Component	Foundations Probes - Sounds - Real words - Nonsense words - Phrases - Sentences - Unit Assessments Weekly Spelling Assessments
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition	- Understand grade-level text when reading - Read grade-level text aloud, making minimal errors - Use an appropriate rate when reading aloud - Use appropriate expression and inflection when reading text aloud - Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary	Foundations Level 2 Program to support phonics instruction. Pearson Reading Street - Guided Reading using leveled texts - Fresh reads - Novel Study	Foundations Probes - Sounds - Real words - Nonsense words - Phrases - Sentences - Unit Assessments - Fluency Assessments- various resources using a fluency rubric and maintaining fluency growth charts.

and understanding, rereading as necessary.			
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Unit Three Reading Writing Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion .	• Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions End with a closing statement		
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	• Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • Describe order of events using transition words (e.g. first, next, then, last) • Incorporate facts and definitions • Use linking words (e.g., because, and, also) End with a closing statement	• Zaner Bloser 6 Traits Writing- Unit 2: Informative and Explanatory Writing HOW TO • Lucy Caukins Writer's Workshop	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing Reflect on writing	• Zaner Bloser 6 Traits Writing- Unit 2: Informative and Explanatory Writing HOW TO	
W.2.6. With guidance and support from adults, use a variety of digital tools to produce	• Publish writing both independently and with peers using digital tools	• Zaner Bloser 6 Traits Writing- Unit 2: Informative and	

and publish writing, including in collaboration with peers.	Use keyboarding techniques	Explanatory Writing HOW TO	
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Understand their role as part of a team and the work they are required to accomplish	Zaner Bloser 6 Traits Writing- Unit 2: Research Report	
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question Take notes		

Unit Three Speaking & Listening Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.A. Follow agreed-upon norms 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). SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations - Assume various roles in conversations (e.g., participant, leader, and observer) - Use norms of conversations (e.g., eye contact, taking turns, etc) - Connect comments to build on remarks of others - Ask questions and further explanations about topics and/or texts		
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic	Ask questions about what a speaker is saying to clarify, gather or deepen understanding Answer questions in order to clarify or gain further information		

or issue.			
SL.2.5. Use multimedia ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Utilize digital media to enhance ideas for meaning Create visuals that emphasize chosen facts or details		
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	Articulate ideas (both verbally and in writing) using complete sentences and ideas Provide details or clarifications when speaking as requested		

Unit Three Language Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves). L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	- Identify irregular plural nouns used when reading, writing or speaking - Classify plural nouns as regular or irregular - Form and use common irregular plural nouns when writing or speaking - Identify reflexive pronouns when reading, writing or speaking - Classify pronouns as reflexive - Accurately use reflexive pronouns when writing or speaking - Identify irregular verbs in the past tense used when writing or speaking - Classify verbs in the past tense as regular or irregular - Form and use common irregular verbs in the past tense when writing or speaking - Define and identify adjectives and adverbs when reading, writing or speaking - Classify adjectives and adverbs in sentences - Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking - Define and identify simple and compound sentences when reading - Classify sentences as simple or compound	Pearson Reading Street - Unit 2 Weeks 1-4 NOUNS - Unit 5- PRONOUNS Zaner Bloser 6 traits - Lessons/Grammar Games Pearson Reading Street Unit 3 - Verbs Pearson reading Street Unit 5 - Compound Sentences	- Literacy Program Assessments - Teacher Observation/Questioning - Anecdotal Records - Cloze Activities - Writing/Picture Prompts - Writing Samples - Journals - Writing Portfolios - Daily Application of Mini-Lesson and Strategy Instruction - Rubrics - Checklists - Self-Assessments - Graphic Organizers

	Expand and rearrange complete, simple and compound sentences when writing and speaking		
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.B. Use commas in greetings and closings of letters. L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	- Define and identify greetings and closings in letters (salutation) - Use commas appropriate to offset greetings and closings in letters - Define and identify apostrophes when reading and writing - Articulate the purpose and use of apostrophes - Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing - Identify common spelling patterns - Utilize common spelling patterns when writing Utilize reference materials and resources to correct one's own spelling	Zaner-Bloser 6 Traits Writing 4 Square Writing - Personal Narrative - Friendly Letter Pearson Reading Street Unit 6 - Commas - Contractions (spelling) Pearson Reading Street Unit 5 - Contractions (grammar) Pearson Reading Street - Unit 2- Possessive Nouns - Reading Street/ Foundations On- Line resources: Spelling City.com Dictionary.com	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English	- Read Alouds- Various Stories - Paired Texts	
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of	- Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words - Use knowledge of root words to determine or clarify the	Pearson Reading Street Unit 5 Spelling Week 1 & 2	

strategies. L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	meaning of unknown and multiple-meaning words Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words		
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives	Pearson unit 4 grammar Lessons	
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	- Show understanding of newly acquired vocabulary (gathered from discussions as well as text) - Make purposeful language choices to communicate in an effective way Utilize adjectives and adverbs to describe where necessary	- Lucy Caukins Writer's Workshop 6 Traits Writing - Pearson Reading Street- Unit 4- Adjectives and Adverbs	

Unit Four Reading Literature Standards:

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. - Determine what lesson is the story teaching	Pearson Reading Street - Signmaker's - Horace & Morris - Novel Study	- Literacy Program Assessments - Effective Questioning - Teacher Observation - Conferencing - Anecdotal Records - Rubrics/Checklists - Oral Responses - Response to Reading - Graphic Organizers
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	- Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. - Determine what lesson is the story teaching	Pearson Reading Street- Jingle Dancer	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	- Analyze how words and phrases provide meaning to a poem, story, or song - Identify the parts of the poem that rhyme - Identify the parts of the poem that show the beat - Determine which part shows alliteration - Define words and phrases specific to grade 2	Pearson Reading Street- One Dark Night (Paired Reading) Super teacher site- poetry	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	- Recognize that characters have different points of view - Determine how the characters think/feel about the events - Identify any characters that have similar thinking - Consider the character's voice when reading out loud - Describe why a character has	Chapter Books: Amelia Bedelia	

	a different point of view in a story		
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	- Identify similarities and differences of events in different versions of the same story - Identify similarities and differences in characters in different versions of the same story	Epic site- fairy tales, folk tales	
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	- Demonstrate good reading habits - Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	- DEAR - Novel Study - GUIDED READING - Super Teacher Poetry - Pearson Leveled Readers.	

Unit Four Reading Informational Text Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	- Utilize textual evidence to support thinking when asking and answering general questions - Create questions about an important idea within the text (using who, what, where when, why, and/or how)	DOGO Kids Scholastic News Truflix	
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	- Identify the main idea and overall focus of a multi-paragraph text - Determine the main idea of the text - Determine the important ideas in the text - Determine the details that lead to the main idea	Pearson reading Street Unit 6 story: Red, White & Blue	
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	- Identify how different historical events, scientific ideas, or “how to” procedures link together in a text - Identify text details, events, or ideas that are chronological or sequential - Retell chronological or sequential text details in the appropriate order - Compare and contrast ideas from the text	Pearson Reading Street - Lifecycle Pearson Leveled Readers: - Women in Baseball (OL)-U6W1 - Ideas to Inventions (A)-U3W5	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	- Analyze how words and phrases provide meaning to a poem, story, or song - Identify the parts of the poem that rhyme - Identify the parts of the poem	www.superteachers.com Super Teachers Poetry Pearson Reading Street	

	that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2	• Lifecycle of a Pumpkin (62-63)- Paired reading • Grand Old Flag (346-347)	
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	• Identify the main points in a text • Identify reasons that the authors uses to support the main points in a text • Evaluate how or why the author uses the reasons to support the main points in a text	Pearson Reading Street Leveled readers • Josh Gibson paired Text (316-319)	
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	• Identify the most important points in two different texts on the same topic • Find similarities and differences in those points when reading texts on the same topic	Read Works- Paired Text • Josh Gibson lev. Reader • Baseball Heros U6W1 (A)	
RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	• Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band	Pearson Reading Street/ Scholastic or various selected Leveled Readers at instructional level.	

Unit Four Foundational Skills Standards:
Second Grade

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D) RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)	- Identify typical vowel combinations - Demonstrate ability to pronounce and spell words with vowel teams - Utilize strategies for decoding words with affixes in texts - Utilize strategies for decoding irregularly spelling-sound correspondence words in texts - Utilize strategies for decoding irregularly-spelled words in texts - Determine if the word looks and sounds right and makes sense - Search for chunks and say them Focus on the beginning and/or end of the word and try again, when having difficulty		
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding.	- Understand grade-level text when reading - Read grade-level text aloud, making minimal errors - Use an appropriate rate when reading aloud - Use appropriate expression and inflection when reading	Guided reading Shared/Paired reading Reader's Theater	

RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary		
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Unit Four Writing Standards:
Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion .	• Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • End with a closing statement	Zaner Bloser- 6 Traits of Writing Lucy Caukins- Writer's Workshop	
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	• Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Include an introduction statement • End with a closing statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions	Lucy Caukins- Writer's Workshop Pearson reading Street-Grammar Zaner Bloser 6 traits Writing 4 Square Writing	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing		

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Publish writing both independently and with peers using digital tools • Use keyboarding techniques		
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	• Understand their role as part of a team and the work they are required to accomplish		
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	• Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes		

Unit Four Speaking & Listening Standards:

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.A. Follow agreed-upon norms 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). SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	- Participate in a variety of grade-appropriate, collaborative, rich, structured conversations - Assume various roles in conversations (e.g., participant, leader, and observer) - Use norms of conversations (e.g., eye contact, taking turns, etc) - Connect comments to build on remarks of others - Ask questions and further explanations about topics and/or texts	Guided Reading Literacy Discussion Groups	
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented	Demonstrate careful listening in order to describe or recount what they heard		

orally or through other media.			
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask questions and understand and answer questions asked of them in order to clarify or gain further information		
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	- Utilize digital media to enhance ideas for meaning - Create visuals that emphasize chosen facts or details		

Unit Four Language Standards:

Second Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	• Identify irregular plural nouns used when writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when reading and speaking • Identify irregular verbs in the past tense used when writing or speaking • Classify verbs in the past tense as regular or irregular • Form and use common irregular verbs in the past tense when writing or speaking • Define and identify adjectives and adverbs when reading • Classify adjectives and adverbs in sentences • Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking • Define and identify simple and compound sentences when reading • Classify sentences as simple or compound • Use simple and compound sentences when writing or speaking • Expand and/or rearrange simple and compound sentence when writing and speaking		• Literacy Program Assessments • Teacher Observation/Questioning • Anecdotal Records • Cloze Activities • Writing/Picture Prompts • Writing Samples • Journals • Writing Portfolios • Daily Application of Mini-Lesson and Strategy Instruction • Rubrics • Checklists • Self-Assessments • Graphic Organizers
L.2.2. Demonstrate command of the conventions of standard	• Use commas appropriate to offset greetings and closings in letters		

English capitalization, punctuation, and spelling when writing. L.2.2.B. Use commas in greetings and closings of letters. L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English		
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.	• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and		

L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	multiple-meaning words		
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives		

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	• Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking • Make purposeful language choices to communicate in an effective way when writing and speaking • Utilize adjectives and adverbs to describe where necessary when writing and speaking		
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Unit 2

RL.2.3 (Character Analysis)

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- T PowerPoint reviewing ways to describe a character
- Use handout of adjectives to describe character, Read aloud *Town Mouse*, *Country Mouse*
- Complete character web

Ev.: description of main character

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- Read and discuss *Bremen Town Musicians*; Describe how the animals change from the beginning of the story to the end

Ev.: discussion

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- Read and discuss *A Bad Case of the Stripes*; Describe how the main character changes from the beginning of the story to the end

Ev.: discussion

Obj.: SWBAT describe how characters in a story respond to major events and challenges using key details.

- Read and discuss *Chester's Way*; Complete character analysis of Chester

Ev.: character web

Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- T readinga-z passage

Ev.: comprehension scores

TEST: Obj: SWBAT describe how characters in a story respond to major events and challenges using key details.

- Administer Sneaky Bart assessment (RL2.3 Assessment)

Ev.: test scores

RI2.3 (Historical events, scientific ideas or concepts)

Obj.: SWBAT describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Read and discuss *A Weed is a Flower*
- Analyze George Washington Carver's problems and life choices to succeed
- List his life's accomplishments

Ev.: list

Obj.: SWBAT describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Review *A Weed is a Flower*
- Complete foldable

Ev.: Foldable

Obj.: SWBAT describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- www.readinga-z.com lesson and passage

Ev.: passage questions and participation

Obj.: SWBAT describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Read and complete close reading passage- How a School Computer Made the Richest Man in the World (from RI2.3 Assessment)

Ev.: participation and passage questions

RI 2.6 (Author's purpose)

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- T SmartBoard review of author's purpose
- Author's Purpose sort; Use Scholastic book order flyers; Students cut and sort book images

Ev.: Sort

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- www.readinga-z.com passage

Ev.: passage practice

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- **T** Kahoot to review author's purpose

Ev.: Kahoot answers

Obj.: SWBAT identify the main purpose of text, including what the author wants to answer, explain, or describe.

- Read and discuss *A Walk in the Desert*
- Discuss author's purpose and evidence from text to support answer

Ev.: identification of author's purpose

TEST: Obj.: SWBAT describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- **Administer How is Silk Made? (RI2.3 Assessment)**

Ev.: test scores

RL2.4 and RI2.4 (Poetry; Determine meaning of words and phrases)

Obj.: SWBAT describe how words and phrases supply rhythm and meaning in a story, song or poem.

- Read and analyze Shel Silverstein poetry

Ev.: discussion

Obj.: SWBAT describe how words and phrases supply rhythm and meaning in a story, song or poem.

- Read and analyze *Lily's Purple Plastic Purse*
- List alliteration found in text

Ev.: discussion

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.

- Super teacher worksheet- Spring Surprises
- Analyze and discuss poem

Ev.: analysis of poem

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.

- www.readinga-z.com passage

Ev.: passage practice

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.

- Epic! App: Read and discuss stories with new vocabulary

Ev.: use of context clues

Obj.: SWBAT determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.

- Read and discuss *Why Spiders Stick* (Reading Street story after Anansi)

Ev.: participation

TEST: Obj.: SWBAT describe how words and phrases supply rhythm and meaning in a story, song or poem.

- Administer Pumpkin Hunt Assessment (SuperTeachers)

Ev.: test scores

RI2.5 (text features)

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Read *Pearl and Wagner* paired selection (TE 340-341)

- Locate each text feature

Ev.: discussion

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Read and discuss *Scholastic News* article

- Complete follow up activities

Ev.: follow-up

Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Read *Dear Juno* paired selection

- Locate text features

Ev.: discussion

RI2.7 (Use of diagrams)

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.

- Use *Insect or Arachnid* (OL leveled reader)

- Use diagrams and images to clarify text

Ev.: discussion

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.

- Read and discuss *Scholastic News* article

- Complete follow up activities

Ev.: follow-up

Obj.: SWBAT explain how specific illustrations and images contribute to and clarify a text.

- T Use www.readinga-z.com visual devices- Model Rockets

- Follow up activity

Ev.: independent diagram

TEST: Obj.: SWBAT know and use various text features to locate key facts or information in a text efficiently.

- Administer What Do You Know About Honey Bees (RI 2.7 Assessment)

Ev.: test scores

RL 2.7 (Use clues from pictures and text to describe character, setting, plot)

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Read and discuss *Second Chances* (from assessment binder); Use pictures and text to clarify events and setting

- Complete questions that follow

Ev.: discussion

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Read and discuss *Rosa and Blanca*; Use picture and context clues to understand Amelia's actions

Ev: discussion

Obj.: SWBAT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Complete trifold for Rosa and Blanca

Ev.: discussion

*This standard is continuously addressed through daily instruction.

RL.2.5 (Plot)

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- Read and discuss Tara and Tiree

Ev: discussion

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- Complete story map for Tara and Tiree

Ev.: story map

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- **T** readinga-z.com lesson; Comprehension Skill Pack-plot; read passage and highlight key parts to answer plot questions

Ev.: highlighting

Obj.: SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

- **T** First Day at A New School (assessment binder)

Ev.: passage questions

TEST: Obj: SWBAT describe characters and the overall structure of a story.

- Administer Luis and the Puppy Assessment (RL 2.5 Assessment)

Ev.: test scores

**Unit One Reading Foundation Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-	• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words	Weekly Spelling Patterns spelling city.com Watlke's Web http://classroom.jc-schools.net/waltkek/Third%20Grade.html Rainbow Writing http://www.superteacherideas.com/spelling24-rainbow.html Word Sorts/Unscramble Sparkle Game http://www.superteacherideas.com/spelling7-sparkleB.html Soccer Spelling http://teacher.scholastic.com/lessonrepro/reproducible/profbooks/superfunspell.pdf Spelling Center Word Building	Reading Street Spelling Assessments

appropriate irregularly spelled words.		Reading Rockets http://www.readingrockets.org/article/root-words-roots-and-affixes Reading Street Spelling Practice Book 73 Ways to Practice Spelling http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word	Choral Reading Partner Reading Leveled Readers Guided Reading Reading Street: p. 142-145 Fluency checks Reading Street Stories Read Aloud Reading Street: Poetry page 142-145 Common Core State Standards for ELA & Literacy – Appendix B:	Fluency Assessment Data - Grade 3 -End of year Target 95 - 120 WCPM

Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension	http://www.corestandards.org/assets/Appendix_B.pdf p. 43-45	
Unit One Reading Information Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.3.1. Ask and answer questions, and make relevant	- Closely read a text to demonstrate understanding - Make personal	mobymax.com readworks.org http://digital.readworks.org/	

connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader.	nearpod.com Peekaboo Studios Sample Generic Text Dependent Questions for Informational Text: *Key Ideas/Details *Craft/Structure *Integration of Knowledge/ Ideas Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin) Gold Rush Boomtowns (pair with Boom Town from Reading Street www.k12reader.com/worksheet/gold-rush-boomtowns/ Gold Rush Video Reading Street: Money Long Ago p. 113 Reading Street: Tips for Saving Money p. 84-85 KWL Chart Annotations Worksheet Notability	
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		Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 53-57	
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme	All Texts Nearpod.com (Nearpod Lesson -Main Idea – Classroom Complete Press) digital.readworks.org Readworks.org Newsela.com/elementary	
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)	All Texts Context Clues- Reading Street Practice Book page 5 mobymax.com - Vocabulary nearpod.com - Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880) readworks.org – Generic Vocabulary Worksheet Questions	

	Differentiate between literal and nonliteral language	Word Map – Graphic Organizer http://www.readwritethink.org/classroom-resources/printouts/concept-30699.htm	
RI.3.6. Distinguish their own point of view from that of the author of a text.	- Establish the point of view of a text - Determine how the reader's point of view is different from the narrator's or the characters - Compare the reader's point of view with the author's point of view	readworks.org digital.readworks.org Venn Diagram/Venn App newsela.com/elementary mobymax.com	

Unit One Reading Literature Standards: Grade 3			
Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate	- Closely read a text to demonstrate understanding - Make personal connections,	Graphic Organizer to record Thoughts Sample Generic Text Dependent Questions for Literary Text:	

understanding of a text, referring explicitly to the text as the basis for the answers.	make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader	*Key Ideas/Details *Craft/Structure *Integration of Knowledge/Ideas Reading Street: Boom Town – Character Traits graphic organizer Text-based Questions -Basal Alignment Project Questions for <i>Boom Town</i> Text-based Questions – Basal Alignment Project Questions for <i>What About Me?</i> Text-based Questions-Basal Alignment Project Questions for <i>Alexander, Who Used to Be Rich Last Sunday</i> Reading Street -Fresh Reads Find Evidence Pages- Highlighting Scavenger Hunts with page numbers Close Reading Bloom’s Taxonomy Revised	
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		readworks.org digital.readworks.org mobymax.com PeekaBoo Studios App Inferencing Clues App Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 37-43	
RL.3.2.Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and	• Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or	What About Me? Text-based Questions – Basal Alignment Project Questions for <i>What About Me?</i> Ming Lo Moves a Mountain <i>There Was An Old Lady...</i> (patterns)	

explain how it is revealed through key details in the text.	theme Identify patterns in details	Trickster Tales – Tortoise Tricks Leopard, Hare Tricks Lion, Coyote Places the Stars, The Teapot Badger Fables – The Mice and the Cat, The Lion and the Mouse, The Milkmaid and Her Pail, The Shepherd Boy, The Fox and the Drum, The Tortoise and the Geese “Why” Stories and Legends – Why Rabbit Has Long Ears and a Short Tail, Why Chickens and Hawks Are Enemies, How the Beetle Got Her Colors, How the Finch Got Her Colors, How Butterflies Came to Be, How Flying Fish Came to Be, The Five Water Spirits Fairy Tales – The Three Feathers, Rhodopis and Her Golden Sandals, Mei-Ling and the Dragon, The Tongue-Cut Sparrow, The Frog Prince, The Singing Monster	
RL.3.4. Determine the meaning of	Demonstrate the ability to determine the	Context Clues Waltke’s Web	

words and phrases as they are used in a text, distinguishing literal from nonliteral language.	meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language	http://classroom.jc-schools.net/waltkek/Third%20Grade.html Power Points for vocabulary Multiple Meaning Words mobymax.com - Vocabulary Word Maps http://spedellreadingstrategies.weebly.com/word-map.html Reading Street: Boom Town Practice pages 4-5, 14-15 Waltke's Web Vocabulary PPT - http://classroom.jc-schools.net/waltkek/Third%20Grade.html Teaching Strategies: 5 Ideas for Instructing Vocabulary http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary readworks.org – Vocabulary Generic Questions Worksheet Word Map – Graphic Organizer	
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		http://www.readwritethink.org/classroom-resources/printouts/concept-30699.htm	
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view	<i>Third Grade Angels</i> by Jerry Spinelli Third Grade Angels Resource https://www.teachingbooks.net/tb.cgi?tid=31901 <i>Amber Brown Is Not a Crayon</i> by Paula Danziger Reading Street: <i>Boom Town</i> – Amanda	Third Grade Angels Reading Assessment - Search readworks.org

		Reading Street: <i>Alexander, Who Used to be Rich Last Sunday</i>	
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Unit One Writing Standards: Grade 3 Writing			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B. Provide reasons that support the opinion. W.3.1.C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. W.3.1.D. Provide a conclusion.	• Distinguish fact from opinion • Group supporting details to support the writer's purpose • Introduce the topic or text clearly • State an opinion to be supported with reasons • Write a thesis statement to focus the writing • Support the opinion with facts and/or reasons • Connect opinions with reasons using linking words and phrases • Write a conclusion	Writing Workshop for opinion writing Zaner-Bloser	Opinion Writing Assessment Prompt Opinion Rubric – ReadWriteThink.org Opinion Rubric
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing)	Zaner-Bloser Writing Workshop Mentor Text: Ideas: <i>Nothing Ever</i>	Writing Rubric

1-3 above.)	Focus the organization and development of a topic to reflect the task and purpose	<i>Happens on 90th Street</i> by Roni Schotter Organization: <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst Voice: <i>Voices in the Park</i> by Anthony Browne	
W.3.5. 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 here.)	- Practice revising and editing skills - Change word choice and sentence structure in writing to strengthen the piece - Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing - Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Mentor Text: Word Choice: <i>Owl Moon</i> by Jane Yolen Sentence Fluency: <i>Winter is Coming</i> by Tony Johnston Sentence Fluency: <i>Pond</i> by Jim LaMarche Conventions:	Editing Checklist for Self- and Peer Editing – WriteThink NCTE Writing Rubric – WriteThink NCTE

		<i>Punctuation Takes a Vacation by Robin Pulver</i>	
W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others	Microsoft Word Microsoft Publisher Blogging Student Webpage	Published Work Samples
W.3.7. Conduct short research projects that build knowledge about a topic.	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing	Writing Workshop for research writing Zaner-Bloser	Published Work Samples Zaner-Bloser Rubric Rubric
W.3.10. Write routinely over extended time frames (time for	• Produce numerous pieces of writing over various time frames	Writing Process Steps	Published Work

research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html	Samples Rubric
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**Unit One Speaking and Listening Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group	Reading Street: Audio Selections (see N Drive) Partner Reading Pebble Go.com Whole Class Discussion Collaborative Groups Literature Circles http://www.readwr	Teacher Observation Data Collection Self Assessment

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) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	discussion	itethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4	
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 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary	Oral Book Report or Presentation Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4 Whole Class Discussion Collaborative Groups	Teacher Observation

**Unit One Language Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.B. Form and use regular and irregular plural nouns. L.3.1.C. Use abstract nouns (e.g., <i>childhood</i>).	- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences - Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences - Differentiate between regular and irregular plural nouns - Identify regular and irregular plural nouns in reading and use them when writing or speaking - Identify abstract nouns - Use abstract nouns when writing or speaking	Mad Libs Framer Model Parts of Speech Book Search Create Chart Reading Street Grammar Zaner-Bloser Virtual File Cabinet	Writing Samples Reading Street Worksheets Zaner-Bloser Worksheets Reading Street Cumulative Review Assessments
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.A. Capitalize appropriate words in titles. L.3.2.E. Use conventional	- Identify the words in titles that should be capitalized - Consistently apply rules for capitalization in titles - Spell high frequency or studied words correctly	Zaner-Bloser Editing/Revising online Opinion Writing Research Writing	Writing Samples Research Rubric ReadWriteThink.org Persuasion Rubric ReadWriteThink.org

spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>) L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	• Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed	Reading Street Grammar Workbook Grammar Worksheets https://www.worksheetsworksheets.com/	Reading Street Grammar Workbook
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Online Dictionary Online Thesaurus Multiple Meaning Word Activities https://freelanguages.tuff.com/multiple-meaning-words/	Work Samples Reading Street Worksheets

keywords and phrases.			
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases	Transition Words Sequencing Zaner-Bloser – Six Traits – Word Choice	Rubric for Writing Samples

**Unit Two Reading Foundation Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate	• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate	Weekly Spelling Patterns spellingcity.com Waltke's Web spelling worksheets http://classroom.jc-schools.net/waltkek/Third%20Grade.html Rainbow Writing http://www.superteacherideas.com/spelling24-rainbow.html Word Sorts/Unscramble Sparkle Game http://www.superteacherideas.com/spelling7-sparkleB.html Soccer Spelling http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/superfunspell.pdf Spelling Center Word Building	Reading Street Spelling Assessments

irregularly spelled words.	irregularly spelled words	Reading Rockets http://www.readingrockets.org/article/root-words-roots-and-affixes Reading Street Spelling Practice Book 73 Ways to Practice Spelling http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud	Readers' Theater: ChocolateTouch https://www.teacherspayteachers.com/Product/The-Chocolate-Touch-Readers-Theater-216326 Choral Reading Partner Reading Leveled Readers Guided Reading Reading Street: p. 272-275 Fluency checks Reading Street Stories Read Aloud (see N Drive) Common Core State Standards for ELA & Literacy – Appendix B:	Fluency Assessment Data - Grade 3 -End of year Target 95 - 120 WCPM

appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	• Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	http://www.corestandards.org/assets/Appendix_B.pdf p. 43-45	
Unit Two Reading Information Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.3.1. Ask and answer questions,	• Closely read a text to	mobymax.com readworks.org	

and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and	http://digital.readworks.org/ nearpod.com Peekaboo Studios Sample Generic Text Dependent Questions for Informational Text: *Key Ideas/Details *Craft/Structure *Integration of Knowledge/ Ideas Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin) https://www.teacherspayteachers.com/Product/Summer-Close-Reading-Summer-Activities-1232527 KWL Chart Annotations Worksheet Notability Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf Text-based Questions – Basal Alignment Project Questions for Penguin Chick	
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	inferential questions that require reasoning from the reader.		
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme	All Texts nearpod.com (Nearpod Lesson -Main Idea – Classroom Complete Press) digital.readworks.org readworks.org https://newsela.com/elementary Penguin Chick-p150-167 Reading Street	
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or	• Closely read text to determine important events, ideas or concepts • Identify words that	William's House p250-271 Reading Street (Cause/Effect) Cause/Effect Graphic Organizer BrainPop Jr (Cause/Effect) Cause/Effect Scoot – https://www.superteacherworksheets.com/causeeffect.html	

concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas	digital.readworks.org readworks.org	
RI.3.4. Determine the meaning of general	• Demonstrate the ability to determine	All Texts	

academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) Differentiate between literal and nonliteral language	Context Clues- Reading Street Practice Book pages 55, 65, 85, and 95 Mobymax.com - Vocabulary Nearpod.com Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880) readworks.org – Vocabulary Questions Generic Worksheet Word Map – Graphic Organizer ReadWriteThink.org http://www.readwritethink.org/search/?resource_type=18&type=34	
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	- Identify the unique features and organization of informational text (text features, and search tools) - Use the unique features to find and manage	Reading Street page 194-197 What is a Weed? Scholastic News http://classroommagazines.scholastic.com/Landing-Pages/subscribers?esp=CM/ps/20160501/other/SN_LP_TEST/Subscriber///// Time for Kids http://www.timeforkids.com/ - Digital ReadWorks – https://digital.readworks.org/	

	information specific to the topic Demonstrate proficiency in using the tools to locate information •		
RI.3.6. Distinguish their own point of view from that of the author of a text.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view	digital.readworks.org Venn Diagram/Venn App https://newsela.com/elementary mobymax.com	
RI.3.7. Use information gained from	• Examine various text features	Reading Street pages 170-173 (Plants) Epic	

text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	(maps, diagrams, photos, audios) to understand specific information in the text • Synthesize the various text features and the text itself to understand the ideas in the text • Explain how the different text features aid understanding	readworks.org digital.readworks.org mobymax.com - Reading Skills Informational/Science/Social Studies	
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a	• Make a clear link between sentences and paragraphs when reading informational text • Explain how ideas in a text are connected	readworks.org digital.readworks.org mobymax.com - Reading Skills Informational	

sequence) to support specific points the author makes in a text.	using language referring to the organization of ideas (time order, comparison, cause/effect, etc) • Identify words that signify a relationship between ideas • Use the relationships between ideas to describe how an author supports specific points		
RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and	• Closely read the text to identify the important details of a text • Find similarities	Venn Diagram Informational Page https://studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html ReadWriteThink.org - http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html?tab=4	

background knowledge) the most important points and key details presented in two texts on the same topic.	and differences about important details when reading about two texts that share the same topic • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)	Reading Street William's House p250-271	
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Unit Two Reading Literature Standards: Grade 3			
Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.3.1. Ask and answer questions, and make relevant connections to	• Closely read a text to demonstrate understanding • Make personal	Novel: Chocolate Touch Chocolate Touch Novel Study https://www.teacherspayteachers.com/Product/The-Chocolate-Touch-	

demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader	Novel-Study-194406 Novel Study (free) Chocolate Touch Worksheets- https://www.superteacherworksheets.com/book-chocolate-touch.html Graphic Organizer to record Thoughts Sample Generic Text Dependent Questions for Literary Text: *Key Ideas/Details *Craft/Structure *Integration of Knowledge/Ideas (See Handout Unit 1) Reading Street -Fresh Reads Text-based Questions – Basal Alignment Project Questions for Tops and Bottoms Text-based Questions – Basal Alignment Project Questions for William’s House Text-based Questions – Basal Alignment Project Questions for A Day’s Work Find Evidence Pages-Highlighting	
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		Scavenger Hunts with page numbers Close Reading Bloom's Taxonomy Revised Read works.org digital.readworks.org mobymax.com PeekaBoo Studios App Inferencing Clues App Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 37-43	
RL.3.2.Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key	• Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details	Novel: Chocolate Touch Reading Street-Tops and Bottoms (Fable) pages 228-245 Reading Street-The Hare and the Tortoise (Fable) page 248 read works.org Fables (Aesop)Online http://www.storyit.com/Classics/Sto	

details in the text.		ries/aesop.htm ReadWorks- Fable The Lion and the Hare Reading Street – page175 The Grasshopper and the Ant (Fable)	
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion.	- Organize information to support the topic - Introduce a topic - Write a thesis statement to focus writing - Use text features to support the topic, when appropriate - Select details that appropriate support the development of the topic - Link ideas by using transitional words and phrases Write a conclusion to close the writing	Compare/Contrast Presidents: Fun Facts US Presidents http://www.fun-facts.org.uk/american-presidents/american-presidents.htm Washington Videos https://www.teachervision.com/presidents-day/george-washington-videos-activities#prettyPhoto Lincoln Videos https://www.teachervision.com/presidents-day/abraham-lincoln-videos-activities Washington's Biography	

		(Ducksters) http://www.ducksters.com/biography/uspresidents/georgewashington.php Lincoln's Biography (Ducksters) http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php Penguin Research: Animals A-Z https://a-z-animals.com/search/ World of Penguins http://www.penguins-world.com/types-of-penguins/	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	Zaner-Bloser Writing Workshop	
W.3.5. With guidance and support	• Practice revising and editing skills	Zaner-Bloser	Research Rubric

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 here.)	• Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Writing Workshop	https://www2.uwstout.edu/content/profdev/rubrics/elemresearchrubric.html
W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing Use technology to collaborate with others	Microsoft Word Microsoft Publisher Blogging Student Webpage	
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from	Compare/Contrast Presidents: Fun Facts US Presidents http://www.fun-facts.org.uk/american-presidents/american-presidents.htm Washington Videos https://www.teachervision.com/presidents-day/george-washington-	

	each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources	videos-activities#prettyPhoto Lincoln Videos https://www.teachervision.com/presidents-day/abraham-lincoln-videos-activities Washington's Biography (Ducksters) http://www.ducksters.com/biography/uspresidents/georgewashington.php Lincoln's Biograph (Ducksters) http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php Penguin Research: Animals A-Z https://a-z-animals.com/search/ World of Penguins http://www.penguins-world.com/types-of-penguins/	
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W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- Produce numerous pieces of writing over various time frames - Develop skills in research - Reflection on and revise writing - Self-correct when writing to produce a clearer message - Purposefully explain choices made while writing - Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	Writing Process Steps http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html	Published Work Samples Rubric
Unit Two Speaking and Listening Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor	- Engage in conversations about grade-appropriate topics and texts - Participate in a variety of rich, structured conversations - Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer - Engage in collaborative conversations - Develop skills in active listening and group discussion	Reading Street: Audio Selections (see N Drive) Partner Reading Pebble Go.com Whole Class Discussion Collaborative Groups Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-	Teacher Observation Data Collection Self Assessment

in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion		getting-started-19.html?tab=4	
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats	Read Aloud Brainpop.com (main idea) Main Idea Smart Notebook http://exchange.smarttech.com/search.html?q=finding+the+main+idea+and+details&subject=All+subjects&grade=All+grades&region=en_US	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• Listen carefully to what a speaker says • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker's	Skype Guest Speaker Interview	

	response		
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 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary	Oral Book Report or Presentation Literature Circle http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4les Whole Class Discussion Collaborative Groups	Teacher Observation

**Unit Two Language Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.D. Form and use regular and irregular verbs. L.3.1.E. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking Identify simple verb tenses	Mad Libs Frayar Model Parts of Speech Book Search Create Chart Reading Street Grammar Zaner-Bloser Virtual File Cabinet	Writing Samples Reading Street Worksheets Zaner-Bloser Worksheets Reading Street Cumulative Review Assessments

	and use them when writing or speaking		
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.B. Capitalize appropriate words in titles. L.3.2.E. 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>) L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	• Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed	Zaner-Bloser Editing/Revising online Opinion Writing Research Writing Reading Street Grammar Workbook Grammar Worksheets https://www.worksheetworks.com/	Writing Samples Research Rubric Opinion Rubric Reading Street Grammar Workbook
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3.A. Choose words and phrases for effect L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English	• Purposefully select words or phrases to create effect when writing or speaking • Identify similarities and differences between spoken and written English • Acknowledge those differences when writing and speaking	Zaner-Bloser Writing Workshop	
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L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	• Decipher the meanings of words and phrases by using sentence context Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Online Dictionary Online Thesaurus Multiple Meaning Word Activities https://freelanguagestuff.com/multiple-meaning-words/	Work Samples Reading Street Worksheets
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal	Transition Words Sequencing Zaner-Bloser – Six Traits – Word Choice	Rubric for Writing Samples

	relationship words and phrases		
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**Unit Three Reading Foundation Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/ Evidence
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.	• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words	Weekly Spelling Patterns spellingcity.com Waltke's Web spelling worksheets http://classroom.jc-schools.net/waltkek/Third%20Grade.html Rainbow Writing http://www.superteacherideas.com/spelling24-rainbow.html Word Sorts/Unscramble Sparkle Game http://www.superteacherideas.com/spelling7-sparkleB.html Soccer Spelling http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/superfunspell.pdf	Reading Street Spelling Assessments

		Spelling Center Word Building Reading Rockets http://www.readingrockets.org/article/root-words-roots-and-affixes Reading Street Spelling Practice Book 73 Ways to Practice Spelling http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	Choral Reading Partner Reading Leveled Readers Guided Reading Reading Street: p. 272-275 Fluency checks Reading Street Stories Read Aloud (see N Drive)	Fluency Assessment Data - Grade 3 - End of year Target 95 -120 WCPM

reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.		Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 43-45	
Unit Three Reading Information Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments /Evidence
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader.	mobymax.com readworks.org http://digital.readworks.org/ nearpod.com Peekaboo Studios Sample Generic Text Dependent Questions for Informational Text: *Key Ideas/Details (See Unit 2 Handouts) *Craft/Structure *Integration of Knowledge/ Ideas	

		Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin) https://www.teacherspayteachers.com/Product/Summer-Close-Reading-Summer-Activities-1232527 KWL Chart Annotations Worksheet Notability Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf Text-based Questions – Basal Alignment Project Questions for Penguin Chick (See Unit 2 Handout)	
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme	All Texts nearpod.com (Nearpod Lesson -Main Idea – Classroom Complete Press) digital.readworks.org readworks.org https://newsela.com/elementary	

		Reading Street – Volcanoes pages 384-393	
Unit Three Reading Literature Standards: Grade 3			
Standard	How to Implement	Material/Resources	Assessments /Evidence
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader	Novel: Charlotte’s Web Charlotte’s Web Unit https://www.scholastic.com/teachers/unit-plans/teaching-content/charlottes-web-teachers-guide/ Charlotte’s Web Resources http://www.cape.k12.mo.us/Blanchard/hicks/Reading%20Pages/Charlotte%27s%20Web/Charlottes_Web.htm Graphic Organizer to record Thoughts Sample Generic Text Dependent Questions for Literary Text: *Key Ideas/Details *Craft/Structure *Integration of Knowledge/Ideas Reading Street -Fresh Reads Text-based Questions – Basal Alignment Project Questions for	

		The Gardener Text-based Questions – Basal Alignment Project Questions for Symphony of Whales Charlotte’s Web Novel Find Evidence Pages-Highlighting Scavenger Hunts with page numbers Close Reading Bloom’s Taxonomy Revised readworks.org digital.readworks.org mobymax.com PeekaBoo Studios App Inferencing Clues App Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 37-43	
RL.3.2.Recount stories, including fables,	Closely read stories, including fables, folktales, and myths from diverse	Reading Street-Catch it and Run (Myth) pages 322-329	

folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	cultures, noting key details • Determine central messages or theme • Identify patterns in details	Reading Street- read works.org Fables (Aesop)Online http://www.storyit.com/Classics/Stories/aesop.htm Reading Street Leveled Reader – The Boy Who Cried Wolf	
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	• Closely read text to determine the important events, ideas, or concepts • Identify the main characters in a story • Describe the characters using literal and inferential story details • Analyze how the actions of characters influence the story events	Charlotte's Web Novel Charlotte's Web: A Story about Friendship http://www.bu.edu/ccsr/files/2011/08/Charlottes-Web-lesson-plan.pdf Charlotte's Web Unit Charlotte's Web Resources http://www.cape.k12.mo.us/Blanchard/hicks/Reading%20Pages/Charlotte%27s%20Web/Charlottes_Web.htm Setting Power Point www.ereadingworksheets.com/reading-comprehension.../setting-lesson-01.ppt Setting and Character	

		Character Traits Game Reading Street- Symphony of Whales pages 358-373 Reading Street - The Gardener pages 284-297	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language	Context Clues Waltke's Web http://classroom.jc-schools.net/waltkek/Third%20Grade.html Power Points for vocabulary Multiple Meaning Words Moby Max Vocabulary Word Maps Waltke's Web Vocabulary PPT http://classroom.jc-schools.net/waltkek/Third%20Grade.html Teaching Strategies: 5 Ideas for Instructing Vocabulary http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary readworks.org – Vocabulary	

		Generic Questions Worksheet Word Map – Graphic Organizer ReadWriteThink.org	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• Describe how various parts build on one another not only in stories, but in dramas and poems • Identify the parts of this story (chapters, stanzas, scenes) • Determine how the parts of a story are connected or organized (time order, topic)	Readers' Theater Charlotte's Web http://teacherweb.com/CA/CreeksideElementarySchool/Manning/Charlotte-Web-play-2014.pdf Reading Street – Pushing Up the Sky pages 308-319	
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view	Charlotte's Web Reading Street: <i>The Gardener</i> pages 284-297	
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	• Synthesize pictures and written text to better understand a text • Examine the relation to the illustrations and the text • Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters • Identify the mood of a text • Interpret what the illustrations tell a reader about the mood • Determine how the pictures help clarify the description of the mood	Reading Street- Symphony of Whales pages 358-373 Reading Street - The Gardener pages 284-297 Setting Power Point	

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• Use a variety of sources to access previous information to compare, contrast, and reflect on texts • Identify similarities and differences in books with the same author and characters • Determine the central message, theme, lesson, and/or moral of the stories • Identify similarities and differences in the central message of the texts • Reflect on how the text details, characters, and central messages are alike and different	Reading Street - The Gardener pages 284-297 – by Sarah Stewart The Quiet Place – by Sarah Stewart YouTube The Quiet Place https://www.youtube.com/watch?v=OTUExW5mzq0	
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	• Organize ideas for a narrative • Engage the reader with a story hook • Establish a situation or story background • Establish a narrator and/or characters for the story • Present an organized sequence of events • Use various narrative techniques to develop the characters and the plot • Incorporate vivid details to tell the story • Establish chronology by using appropriate transitional words and phrases Bring the story to a close	Zaner-Bloser Writing Workshop Narrative Writing Power Point Narrative Writing Rubric	

W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.			
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	Zaner-Bloser Writing Workshop	
W.3.5. With guidance and support from peers and adults, develop and strengthen writing	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece	Zaner-Bloser Writing Workshop	Narrative Writing Rubric

as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)		
W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing Use technology to collaborate with others	Microsoft Word Microsoft Publisher Blogging Student Webpage	
(Select at least one) W.3.7. (Choice) Conduct short research projects that build knowledge about a topic. Or: W.3.8. Recall information from experiences or gather	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing • Or: • • • Locate information from print and digital sources	Writing Workshop for research writing Zaner-Bloser	Published Work Samples Zaner-Bloser Rubric Rubric http://www.readwritethink.org/files/resources/

information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources		esson_images/lesson 812
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	Writing Process Steps http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html	Published Work Samples Rubric

Unit Three Speaking and Listening Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to	- Engage in conversations about grade-appropriate topics and texts - Participate in a variety of rich, structured conversations - Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer - Engage in collaborative conversations - Develop skills in active listening and group discussion	Reading Street: Audio Selections (see N Drive) Partner Reading Pebble Go.com Whole Class Discussion Collaborative Groups Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4	Teacher Observation Data Collection Self Assessment

others with care, speaking one at a time about the topics and texts under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion			
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats	Read Aloud brainpop.com (main idea) Main Idea Smart Notebook http://exchange.smarttech.com/search.html?q=finding+the+main+idea+and+details&subject=All+subjects&grade=All+grades&region=en_US	
SL.3.4. Report on a	• Report on a topic or text, telling a story,		

topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	- or recounting an event in an organized, logical manner • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions		
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 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary	Oral Book Report or Presentation Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4 Whole Class Discussion Collaborative Groups	Teacher Observation
Unit Three Language Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.3.1. Demonstrate command of the conventions of	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences	Mad Libs Frayer Model	Writing Samples

standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.H. Use coordinating and subordinating conjunctions	• Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Define and identify comparative and superlative adjectives • Use comparative and superlative adjectives when writing or speaking • Select the appropriate form of adjective when writing and speaking • Define and identify coordinating and subordinating conjunctions • Use coordinating and subordinating conjunctions when writing or speaking	Parts of Speech Book Search Create Chart Reading Street Grammar Zaner-Bloser Virtual File Cabinet	Reading Street Worksheets Zaner-Bloser Worksheets Reading Street Cumulative Review Assessments
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.C. Use commas and	• Apply comma and quotation mark rules and format when writing dialogue • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing	Zaner-Bloser Editing/Revising online Opinion Writing Research Writing Reading Street Grammar Workbook	Writing Samples Research Rubric Opinion Rubric

quotation marks in dialogue L.3.2.E. 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>) L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed	Grammar Worksheets https://www.worksheetworks.com/	Reading Street Grammar Workbook
L.3.4. Determine or clarify the meaning of unknown and multiple-	• Decipher the meanings of words and phrases by using sentence context • Identify root words in unknown words	Online Dictionary Online Thesaurus	Work Samples Reading Street

meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases	• Use known root words to aid in defining unknown words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Multiple Meaning Word Activities https://freelanguagestuff.com/	Worksheets
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	• Define the terms 'literal' and 'nonliteral' • Identify literal and nonliteral words and phrases in texts • Differentiate the literal phrases from nonliteral phrases • Connect words to their purpose or use		

L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>)	Determine the slight difference in meaning in synonymous words		
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night</i>)	- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics - Choose the most accurate word when describing actions, emotions, or states of being - Choose the most accurate word when discussing a particular topic - Use spatial and temporal relationship words and phrases	Transition Words Sequencing Zaner-Bloser – Six Traits – Word Choice	Rubric for Writing Samples

<i>we went looking for them).</i>			
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**Unit Four Reading Foundation Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.	• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words	Weekly Spelling Patterns spellingcity.com Waltke's Web spelling worksheets http://classroom.jc-schools.net/waltkek/Third%20Grade.html Rainbow Writing http://www.superteacherideas.com/spelling24-rainbow.html Word Sorts/Unscramble Sparkle Game http://www.superteacherideas.com/spelling7-sparkleB.html Soccer Spelling http://teacher.scholastic.com/lessonrepro/reproducible/profbooks/superfunspell.pdf Spelling Center Word Building Reading Rockets http://www.readingrockets.org/article/root-words-roots-and-affixes	Reading Street Spelling Assessments

		Reading Street Spelling Practice Book 73 Ways to Practice Spelling http://www.summithill.org/FileUploads/TeacherFiles/72WaystoPracticeSpellingWords_9_7_2013_12_47_00_PM.pdf	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy,	Choral Reading Partner Reading Leveled Readers Guided Reading Fluency checks Reading Street Stories Read Aloud (see N Drive) Reading Street: Everybody Needs a Rock Poetry page 78-85 Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 43-45	Fluency Assessment Data - Grade 3 -End of year Target 95 - 120 WCPM

RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.	fluency, and comprehension		
RF.3.4.F. Reread as necessary.			
Unit Four Reading Information Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- Closely read a text to demonstrate understanding - Make personal connections, make connections to other texts, and/or make global connections when relevant - Refer to specific text to support answers and to craft questions - Explicitly locate evidence in the text to support answers and to craft questions of a factual nature	Reading Street: Text Dependent Questions for America's Champion Swimmer: Gertrude Ederle mobymax.com readworks.org http://digital.readworks.org/ nearpod.com Reading Street: - Hottest, Coldest, Highest, Deepest - America's Champion Swimmer: Gertrude Ederle Peekaboo Studios Sample Generic Text Dependent Questions for Informational Text:	

	Answer and ask both factual questions and inferential questions that require reasoning from the reader.	*Key Ideas/Details *Craft/Structure *Integration of Knowledge/ Ideas Summer Close Reading-Nonfiction (Teachers pay Teachers-made by Jessica Tobin) https://www.teacherspayteachers.com/Product/Summer-Close-Reading-Summer-Activities-1232527 KWL Chart Annotations Worksheet Notability Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 53-57	
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	- Determine central messages or main ideas in a text - Identify details to support the main idea - Analyze how the details of the text help to support and reveal the central idea or theme	All Texts Reading Street: Hottest, Coldest, Highest, Deepest nearpod.com (Nearpod Lesson -Main Idea – Classroom Complete Press) digital.readworks.org readworks.org https://newsela.com/elementary	
RI.3.4. Determine the meaning of	Demonstrate the ability to determine the meaning of	All Texts Context Clues- Reading Street: Practice Book	

general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) Differentiate between literal and nonliteral language	page 35 Graphic Organizer Context Clues https://printables.scholastic.com/shop/prcontent/Search-for-Meaning-using-context-clues-to-define-words-Vocabulary-Graphic-Organizer/9780439513739-005 Context Clues Independent Reading Context Clues Tic Tac Toe Mobymax.com - Vocabulary nearpod.com - Lesson – (Determine the Meaning of an Unknown Word – Nearpod and LearnZillion #6880) readworks.org – Vocabulary Worksheet Questions Word Map – Graphic Organizer http://www.readwritethink.org/classroom-resources/printouts/concept-30699.htm	
RI.3.5	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	- Identify the unique features and organization of informational text (text features, and search tools) - Use the unique features to find and manage information specific to the topic Demonstrate proficiency in using the tools to locate information digital.readworks.org www.pebblegonext.com	

		http://classroommagazines.scholastic.com/ with subscription to Scholastic Magazine	
RI.3.6. Distinguish their own point of view from that of the author of a text.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view	readworks.org digital.readworks.org Venn Diagram/Venn App https://newsela.com/elementary mobymax.com Reading Street: America's Champion Swimmer: Gertrude Ederle	
RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed	• Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts • Read texts with scaffolding, as	Mobymax.com readworks.org digital.readworks.org Epic! (free to teachers)	

	needed minimal clarifications		
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Unit Four Reading Literature Standards: Grade 3			
Standard	How to Implement	Material/Resources	Assessments
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- Closely read a text to demonstrate understanding - Make personal connections, make connections to other texts, and/or make global connections when relevant - Refer to specific text to support answers and to craft questions - Explicitly locate evidence in the text to support answers and to craft questions of a factual nature - Answer and ask both factual questions and inferential questions that require reasoning from the reader	Novel: Hundred Dresses Hundred Dresses Resource https://www.scholastic.com/teachers/lesson-plans/teaching-content/hundred-dresses-lesson-plan/ Graphic Organizer to record Thoughts Sample Generic Text Dependent Questions for Literary Text: *Key Ideas/Details (See Unit 1 Handouts) *Craft/Structure (See Unit 1 Handouts) *Integration of Knowledge/Ideas (See Unit 1 Handouts) Reading Street -Fresh Reads Reading Street: Fly, Eagle, Fly <i>Fly, Eagle, Fly! and Wings</i> Text Dependent Questions Reading Street: Fly, Eagle, Fly! Text Dependent Questions	

		Reading Street: Wings Find Evidence Pages-Highlighting Scavenger Hunts with page numbers Close Reading Bloom's Taxonomy Revised readworks.org digital.readworks.org mobymax.com PeekaBoo Studios App Inferencing Clues App Common Core State Standards for ELA & Literacy – Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf p. 37-43	
RL.3.2.Recount stories, including fables, folktales, and myths from	Closely read stories, including fables, folktales, and myths from	Reading Street: Fly, Eagle, Fly <i>Fly, Eagle, Fly!</i> <i>Reading Street: Beauty and the</i>	

diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details	<i>Beast pages: 30-35</i> Myth- <i>Daedalus and Icarus</i> - http://www.dltk-kids.com/world/greece/m-story-icarus.htm Trickster Tales – Tortoise Tricks Leopard, Hare Tricks Lion, Coyote Places the Stars, The Teapot Badger Fables – The Mice and the Cat, The Lion and the Mouse, The Milkmaid and Her Pail, The Sheperd Boy, The Fox and the Drum, The Tortoise and the Geese “Why” Stories and Legends – Why Rabbit Has Long Ears and a Short Tail, Why Chickens and Hawks Are Enemies, How the Beetle Got Her Colors, How the Finch Got Her Colors, How Butterflies Came to Be, How Flying Fish Came to Be, The Five Water Spirits Fairy Tales – The Three Feathers, Rhodopis and Her Golden Sandals, Mei-Ling and the Dragon, The Tongue-Cut Sparrow, The Frog Prince, The Singing Monster	
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RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language	Novel: Hundred Dresses Context Clues: Practice Book page 35 Waltke's Web http://classroom.jc-schools.net/waltkek/Third%20Grade.html Power Points for vocabulary Multiple Meaning Words Mobymax.com - Vocabulary Word Maps - http://spedellreadingstrategies.weebly.com/word-map.html Waltke's Web Vocabulary PPT http://classroom.jc-schools.net/waltkek/Third%20Grade.html - Teaching Strategies: 5 Ideas for Instructing Vocabulary http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary ReadWorks.org – Vocabulary Generic Questions Worksheet	
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		Word Map – Graphic Organizer http://www.readwritethink.org/classroom-resources/printouts/concept-30699.html	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.5: • Describe how various parts build on one another not only in stories, but in dramas and poems • Identify the parts of this story (chapters, stanzas, scenes) • Determine how the parts of a story are connected or organized (time order, topic)	Reading Street: Everybody Needs a Rock: Poetry page 78-85 Reading Street: (Unit 5) It's a Small World: pages 218-219 Reading Street: (Unit 4) Unit Poetry pages 138-141 Reading Street: (Unit 5) Unit Poetry pages 276-279 Reading Street: (Unit 6) Unit Poetry pages 408-411 Song for Poetry	
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of	Reading Street: America's Champion Swimmer Reading Street: Wings	

	view		
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	- Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year - Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts - Read texts with scaffolding, as needed minimal clarifications	Independent reading Fresh Reads Leveled Readers mobymax.com readworks.org digital.readworks.org Epic! (free to teachers)	

Unit Four Writing Standards: Grade 3 Writing			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and	- Organize information to support the topic - Introduce a topic - Write a thesis statement to focus writing	Zaner-Bloser Writing Workshop	

group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion.	• Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases Write a conclusion to close the writing		
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	Zaner-Bloser Writing Workshop Mentor Text: Ideas: <i>Nothing Ever Happens on 90th Street</i> by Roni Schotter Organization: <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst Voice: <i>Voices in the Park</i> by Anthony Browne	Writing Rubric - http://www.wtps.org/cms/lib8/NJ01912980/Centricity/Domain/740/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf
W.3.5. With guidance and support from peers and adults, develop and	• Practice revising and editing skills • Change word choice and sentence	Zaner-Bloser	Editing Checklist for

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 here.)	structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Writing Workshop Mentor Text: Word Choice: <i>Owl Moon</i> by Jane Yolen Sentence Fluency: <i>Winter is Coming</i> by Tony Johnston Sentence Fluency: <i>Pond</i> by Jim LaMarche Conventions: <i>Punctuation Takes a Vacation</i> by Robin Pulver	Self- and Peer Editing Writing Rubric
W.3.6. With guidance and support from adults, use technology to produce and publish writings as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing Use technology to collaborate with others	Microsoft Word Microsoft Publisher Blogging	Published Work Samples

		Student Webpage	
W.3.7. Conduct short research projects that build knowledge about a topic. Or W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing Or • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources	Writing Workshop for research writing Zaner-Bloser	Published Work Samples Zaner-Bloser Rubric Research Rubric
W.3.10. Write routinely over extended time frames (time for	• Produce numerous pieces of writing over various time frames	Writing Process Steps	Published Work Samples

research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html	Rubric
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**Unit Four Speaking and Listening Standards:
Grade 3**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms 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	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion	Reading Street: Audio Selections Partner Reading Pebble Go.com Whole Class Discussion Collaborative Groups Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-	Teacher Observation Data Collection Self Assessment

under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion		started- 19.html?tab=4	
SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	• Use multimedia to create engaging audio recordings of stories or poems • Focus on inflection and volume instead of just reading out loud • Demonstrate fluid and well-paced reading • Add visual displays to illuminate chosen facts or details		
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 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary	Oral Book Report or Presentation Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4 Whole Class Discussion Collaborative Groups	Teacher Observation

Unit Four Language Standards: Grade 3			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*	- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences - Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences - Identify subjects, verbs, pronouns, and antecedents in sentences - Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences - Reread writing to ensure agreement	Mad Libs Frayner Model Parts of Speech Book Search Create Chart Reading Street Grammar Zaner-Bloser Virtual File Cabinet	Writing Samples Reading Street Worksheets Zaner-Bloser Worksheets Reading Street Cumulative Review Assessments
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.D. Form and use possessives. L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>)	- Identify possessive nouns - Use apostrophe appropriately to show possession - Spell high frequency or studied words correctly - Spell conventional words correctly when adding a suffix to base words - Identify spelling patterns and generalizations	Grammar Worksheets https://www.worksheetworks.com/	Writing Samples Reading Street Grammar Workbook

L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	• Apply spelling patterns when writing words • Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed		
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Online Dictionary Online Thesaurus Multiple Meaning Word Activities https://freelanguagestuff.com/	Work Samples Reading Street Worksheets
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular	Transition Words Sequencing Zaner-Bloser – Six Traits – Word Choice	Rubric for Writing Samples

	topic • Use spatial and temporal relationship words and phrases		
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2017 New Jersey Learning Standards Scope and Sequence

Voorhees Township Third Grade

Unit 1 Reading Literature and Informational Text Standards	
Stories	Standard
RS Boom Town The Gold Rush Boomtowns (see link) Gold Rush Video RS What about Me? Trickster Tales, Fables, Fairy Tales (see links) RS Alexander Who Used to be Rich Last Sunday Novel Third Grade Angels or Novel of Choice	R.F.3.4 Fluency to support comprehension SL.3.1 Collaborative Discussions SL.3.6 Speak in complete sentences RI. 3.1 Ask and answer questions (Non-Fiction) RI. 3.2. Main Idea and Key Details (Non-Fiction) RI.3.4 Unfamiliar Words (Non-Fiction) RI.3.6 Point of View from Author (Non-Fiction) RL.3.1 Ask and Answer Questions (Fiction) RL.3.2 Recount stories and determine central message (Fiction) RL.3.4 Word Meanings (Fiction) RL. 3.6 Understanding point of view of characters (Fiction) L.3.4 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)
Spelling	Standard
Follow Reading Street	RF. 3.3 Phonics, decoding, word analysis
Grammar	Standard
Follow Reading Street Simple Sentences (U1W1) Capitalize Letters (U6W1) Statements and Questions (U1W3) Commands and Exclamations (U1W4) Compound Sentences (U1W5)	L.3.1 Grammar and Usage L.3.2 Punctuation, Capitalization, Spelling
Writing Use Zaner-Bloser or Writing Workshop	L.3.6 Use Transition Words W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.4 Produce clear, organized writing to task and purpose. W.3.5 Revise and edit writing with guidance from adults and peers W.3.6 Use technology to publish writing W.3.7 Conduct short research and gather information to support a topic W.3.10 Write routinely

2017 New Jersey Learning Standards Scope and Sequence Voorhees Township Third Grade

Unit 2 Reading Literature and Informational Text Standards	
Stories	Standard
RS Penguin Chick Animals A-Z World of Penguins (see link) RS William's House RS Tops and Bottoms RS The Hare and the Tortoise p248 (fable) RS Grasshopper and the Ant p175 (fable) Novel Chocolate Touch or Choice Novel	R.F.3.4 Fluency to support comprehension SL.3.1 Collaborative Discussions SL.3.2 Determine main idea of a read aloud SL.3.3 Ask and answer questions about a speaker SL.3.6 Speak in complete sentences RI. 3.1 Ask and answer questions (Non-Fiction) RI. 3.2. Main Idea and Key Details (Non-Fiction) RI.3.3 Time, Sequence, Cause/Effect (Non-Fiction) RI.3.4 Unfamiliar Words (Non-Fiction) RI.3.5 Use Text Features-headings, bolded words, key words, hyperlinks, side bars (Non-Fiction) RI.3.6 Point of View from Author (Non-Fiction) RI.3.7 Connect words and pictures-captions (Non-Fiction) RI.3.8 Describe connections between sentences and paragraphs RI.3.9 Compare and contrast two texts (Non-Fiction) RL.3.1 Ask and Answer Questions (Fiction) RL.3.2 Recount stories and determine central message (Fiction) L.3.4 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)
Spelling	Standard
Follow Reading Street	RF. 3.3 Phonics, decoding, word analysis
Grammar	Standard
Follow Reading Street Common and Proper Nouns (U2W1) Singular and Plural Nouns (U2W2) Irregular Plural Nouns (U2W3) Possessive Singular Nouns (U2W4) Possessive Plural Nouns (U2W5)	L.3.1 Grammar and Usage L.3.2 Punctuation, Capitalization, Spelling
Writing Use Zaner-Bloser or Writing Workshop	L.3.3 Use vivid language, voice, and conventions L.3.6 Use Transition Words W.3.2 Write informative and explanatory texts to examine a topic and convey ideas. Organize information to support topic. W.3.4 Produce clear, organized writing to task and purpose. W.3.5 Revise and edit writing with guidance from adults and peers W.3.6 Use technology to publish writing W.3.8 Recall information from experiences to gather information. Take brief notes from digital and print sources. W.3.10 Write routinely

2017 New Jersey Learning Standards Scope and Sequence Voorhees Township Third Grade

Unit 3 Reading Literature and Informational Text Standards	
Stories	Standard
RS The Gardener The Quiet Place by Sarah Steward (see link) RS Pushing of the Sky RS Catch it and Run Myth p322-329 The Boy Who Cried Wolf (Leveled Reader) RS Symphony of Whales Novel Charlotte’s Web or Novel of Choice	R.F.3.4 Fluency to support comprehension SL.3.1 Collaborative Discussions SL.3.4 Report on a topic or text using relevant facts SL.3.6 Speak in complete sentences RI. 3.1 Ask and answer questions (Non-Fiction) RI. 3.2. Main Idea and Key Details (Non-Fiction) RL.3.1 Ask and Answer Questions (Fiction) RL.3.2 Recount stories and determine central message (Fiction) RL.3.3 Describe Characters (Fiction) RL.3.4 Word Meanings (Fiction) RL.3.5 Understand Structure of Literature (stanzas, scenes, and chapters) RL. 3.6 Understanding point of view of characters (Fiction) RL.3.7 Connect words and pictures (Fiction) RL.3.9 Compare and contrast stories (Fiction) L.3.4 and L.3.5 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)
Spelling	Standard
Follow Reading Street	RF. 3.3 Phonics, decoding, word analysis
Grammar	Standard
Follow Reading Street Adjectives and Articles (U5W1) Adjectives that Compare (U5W2) Subject-Verb Agreement (U3W3) Verb Tenses (U3W4) Irregular Verbs (U3W5)	L.3.1 Grammar and Usage L.3.2 Punctuation, Capitalization, Spelling
Writing Use Zaner-Bloser or Writing Workshop	L.3.6 Use Transition Words W.3.3 Produce narrative writing. W.3.4 Produce clear, organized writing to task and purpose. W.3.5 Revise and edit writing with guidance from adults and peers W.3.6 Use technology to publish writing W.3.8 Recall information from experiences to gather information. Take brief notes from digital and print sources. W.3.10 Write routinely

2017 New Jersey Learning Standards Scope and Sequence
Voorhees Township Third Grade

Unit 4 Reading Literature and Informational Text Standards	
Stories	Standard
RS Wings RS Hottest, Coldest, Highest, Deepest RS Everybody Needs a Rock p78-85 Poetry RS It's a Small World p218-219 (Unit 5) RS Unit 4 poetry (p138-141) RS Unit 5 poetry (p276-279) RS Unit 6 Poetry (p408-411) RS Gertrude Ederle Who Was Biographies RS Fly, Eagle, Fly Novel Hundred Dresses or Novel of Choice	R.F.3.4 Fluency to support comprehension SL.3.1 Collaborative Discussions SL.3.5 Use multimedia to demonstrate fluid reading at and understandable pace SL.3.6 Speak in complete sentences RI. 3.1 Ask and answer questions (Non-Fiction) RI. 3.2. Main Idea and Key Details (Non-Fiction) RI.3.4 Unfamiliar Words (Non-Fiction) RI.3.5 Use Text Features-headings, bolded words, key words, hyperlinks, side bars (Non-Fiction) RI.3.6 Point of View from Author (Non-Fiction) RI.3.10 Read and comprehend informational and literary text on a third grade level RL.3.1 Ask and Answer Questions (Fiction) RL.3.2 Recount stories and determine central message (Fiction) RL.3.4 Word Meanings (Fiction) RL.3.5 Understand Structure of Literature (stanzas, scenes, and chapters) RL. 3.6 Understanding point of view of characters (Fiction) RL.3.10 Read and comprehend literature, stories, dramas, and poems. L.3.4 Determine unknown and multiple meaning words using context clues (Fiction and Non-Fiction Vocabulary)
Spelling	Standard
Follow Reading Street	RF. 3.3 Phonics, decoding, word analysis
Grammar	Standard
Follow Reading Street Singular and Plural Pronouns (U4W1) Adverbs (U5W3) Adverbs that Compare (U5W4) Commas (U6W4) Quotations (U6W5) Conjunctions (U5W5) Combining Sentences (U6W3)	L.3.1 Grammar and Usage L.3.2 Punctuation, Capitalization, Spelling
Writing Use Zaner-Bloser or Writing Workshop	L.3.6 Use Transition Words W.3.2 Write informative/explanatory texts. W.3.4 Produce clear, organized writing to task and purpose. W.3.5 Revise and edit writing with guidance from adults and peers W.3.6 Use technology to publish writing W.3.7 Conduct short research and gather information to support a topic W.3.10 Write routinely

2017 New Jersey Learning Standards Scope and Sequence
Voorhees Township Third Grade

Unit One Reading Foundation Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.4.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	*decoding reference sheet- https://www.teacherspayteachers.com/Product/Decoding-Strategies-When-I-Get-Stuck-on-a-Tricky-Word-363754 weekly spelling patterns SpellingCity.com Sparkle game Reading Street Word Study and Spelling Practice Book	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 weekly spelling tests spelling contracts iReady
RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	- Use various strategies to understand text and read with purpose - Read grade-level poetry and prose aloud accurately - Use an appropriate rate and expression when reading aloud - Use various strategies to support word recognition and understanding - Reread texts when appropriate to support increased accuracy,	*Poetry resource https://www.teacherspayteachers.com/Product/Poems-Lines-Stanzas-Meter-and-Rhyme-Scheme-Powerpoint-1633617 choral reading partner reading Reading Street leveled readers Reader's Theatre	Running records Teacher observation

	fluency, and comprehension		
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Unit One Reading Information Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions	*Mentor Texts https://www.teacherspayteachers.com/Product/NO-PREP-Nonfiction-Reading-and-Writing-Companion-for-Informational-Texts-1369541 *Readworks.com *Digitalreadworks.com *Newsela.com *achievethecore.org – Basal Alignment Project for text dependent questions	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 iReady Reading Street Fresh Reads
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Identify the key details of a text that support the main idea • Determine the main idea of the text • Summarize the key points of a text	*Readworks.com *Digitalreadworks.com *Newsela.com *Mobymax.com	iReady Reading Street Fresh Reads

	• Explain how the author supports main ideas in informational text with key details	*achievethecore.org – Basal Alignment Project for text dependent questions	
RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)	*Readwritethink.org vocabulary mapping *Newsela.com *Mobymax.com vocabulary	iReady
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	• Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text	*first and second hand account resource- https://www.teacherspayteachers.com/Product/RI46-Compare-Contrast-1st-hand-2nd-hand-accounts-Common-Core-1683662 *Readworks.com *Digitalreadworks.com *Newsela.com *Venn diagrams	iReady Reading Street Fresh Reads

Unit One Reading Literature Standards: Fourth Grade

Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.4.1. Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text - Refer to the text when drawing conclusions as well as when answering directly stated questions	*novels- <u>Because of Winn Dixie</u> by Kate DiCamillo <u>Bunnicula</u> by James Howe <u>4th Grade Rats</u> by Jerry Spinelli <u>Poppy</u> by Avi <u>The One and Only Ivan</u> by Katherine Applegate <u>Shiloh</u> by Phyllis Reynolds Naylor <u>Cricket in Times Square</u> by George Selden <u>James and the Giant Peach</u> by Roald Dahl <u>The Whipping Boy</u> by Sid Fleishman *Novel Study Companion Packets <u>James and the Giant Peach-</u> https://www.teacherspayteachers.com/Product/James-and-the-Giant-Peach-Book-Companion-A-Mega-Resource-Pack-522944 <u>Shiloh-</u> https://www.teacherspayteachers.com/Product/Shiloh-Novel-Unit-Aligned-with-Common-Core-Standards-324563 <u>Bunnicula-</u>	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARD-S-817297 iReady Reading Street Fresh Reads

		https://www.teacherspayteachers.com/Product/Bunnicula-Literacy-Unit-129912 <u>The One and Only Ivan-</u> https://www.teacherspayteachers.com/Product/The-One-and-Only-Ivan-A-Reading-Response-Journal-for-Third-Fifth-Grade-1349120 <u>Cricket in Times Square-</u> https://www.teacherspayteachers.com/Product/Cricket-in-Times-Square-Print-Go-Chapter-Activities-and-Comprehension-Qs-1134284 <u>4th Grade Rats-</u> https://www.teacherspayteachers.com/Product/Fourth-Grade-Rats-1173307 <u>Poppy-</u> https://www.teacherspayteachers.com/Product/Poppy-by-Avi-A-Complete-Novel-Study-728957 <u>Because of Winn Dixie-</u> Novel Ties book from the book room https://www.superteacherworksheets.com/book-because-of-winn-dixie.html http://www.warsaw.k12.in.us/document-library/guided-reading-lesson-plans-1/level-r-1/3173-because-of-winn-dixie-r/file	
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		*scaffolded student response graphic organizers https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023 *Mentor Texts companion https://www.teacherspayteachers.com/Product/NO-PREP-Reading-Writing-Units-for-40-Mentor-Texts-Vol-1-Better-Than-Basal-1339979 https://www.teacherspayteachers.com/Product/NO-PREP-Reading-Writing-Units-for-30-Mentor-Texts-Vol-2-Better-Than-Basal-2113916 https://www.teacherspayteachers.com/Product/NO-PREP-Reading-Writing-Units-for-40-Mentor-Texts-Vol-3-Better-Than-Basal-2699000 *text scavenger hunts *Readworks.com *Digitalreadworks.com *Achievethecore.org Basal Alignment Project text dependent questions	
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RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	• Identify the key details in a text • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Identify the theme or main idea of the text • Summarize the key points of a text	*novel- <u>Because of Winn Dixie</u> *scaffolded student response graphic organizers https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023 *theme resources https://www.teacherspayteachers.com/Product/Theme-A-Step-by-Step-Modified-Approach-to-Teaching-Theme-1553018 https://www.teacherspayteachers.com/Product/Theme-Resources-288715 https://www.teacherspayteachers.com/Product/Theme-500772 https://www.teacherspayteachers.com/Product/Theme-Task-Cards-375245 *Mentor texts for theme: <u>Ish</u> by Peter Reynolds <u>Each Kindness</u> by Jacqueline Woodson <u>A Perfectly Messed up Story</u> by Patrick McDonald <u>You Are (Not) Small</u> by Anna Kang <u>One Green Apple</u> by Eve Bunting	iReady Reading Street Fresh Reads
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		<u>Enemy Pie</u> by Derek Munson <u>The Cello of Mr. O</u> by Jane Cutler All books by Patricia Polacco, Chris Van Allsburg, Eve Bunting, Peter Reynolds *Main Idea vs. Theme task cards resource https://www.teacherspayteachers.com/Product/Main-Idea-Vs-Theme-Task-Cards-1201176 *Achievethecore.org – Basal Alignment Project for text dependent questions	
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	• Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes	*novel- Because of Winn Dixie *scaffolded student response graphic organizers https://www.teacherspayteachers.com/Product/4th-Grade-Reading-and-Language-Graphic-Organizers-for-Common-Core-974023 *author's craft cheat sheet and poetry https://www.teacherspayteachers.com/Product/FREE-Authors-Craft-Cheat-Sheet-and-Poetry-Stop-Jot-Sheet-656431 *figurative language resources	iReady Reading Street Fresh Reads

		http://www.gamequarium.com/figurativelanguage.html http://www.timeforkids.com/home-work-helper/study-helper/figurative-language#next https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=564404#.WBIZrjv7Lix https://www.ixl.com/ela/grade-4/identify-similes-and-metaphors http://kmott.wikispaces.com/Fling+the+Teacher+Simile+and+Metaphor http://kmott.wikispaces.com/Fling+the+Teacher+Figurative+Language+Review+1 *Idiom Resource https://www.teacherspayteachers.com/Product/Class-IDIOM-Book-841049 *Idiom Mentor Text- Amelia Bedelia books https://www.teacherspayteachers.com/Product/Allusions-to-Greek-Mythology-CCSS-RL44-1164513	
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the	- Identify the narrator's point of view - Find the similarities and differences in the	*scaffolded student response graphic organizers https://www.teacherspayteachers.com/Product/4th-Grade-Reading-	iReady

difference between first- and third-person narrations.	narration between a story written in first person and a story written in third person point of view	and-Language-Graphic-Organizers-for-Common-Core-974023 *Mentor texts- <u>The Pain and the Great One</u> by Judy Blume <u>Once Upon a Cool Motorcycle Dude</u> by Kevin O'Malley <u>I am the Dog, I am the Cat</u> by Donald Hall <u>The Day the Crayons Quit</u> by Drew Daywalt Fairytale with fractured fairytale <u>Can't You Make Them Behave, King George?</u> by Jean Fritz <u>Help Me, Mr. Mutt</u> by Janet Stevens *Reading Street- Unit 1 Week 2 "Lewis and Clark and Me" paired with "They Traveled with Lewis and Clark" OR Unit 1 Week 2 "Lewis and Clark and Me" paired with on-level reader "Lewis and Clark" *Mentor text- The Day the Crayons Quit with resource https://www.teacherspayteachers.com/Product/Point-of-View-Perspective-Common-Core-RL36-	Reading Street Fresh Reads
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		<u>RL46-The-Day-the-Crayons-Quit-1985199</u>	
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Unit One Writing Standards: Fourth Grade- Opinion Writing

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) W.4.1.D. Provide a conclusion related to the opinion presented.	- Distinguish fact from opinions - Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) - Group supporting details to support the writer's purpose - Introduce a topic or text clearly - State an opinion to be supported with evidence - Write a thesis statement to focus the writing - Logically order reasons that are supported by facts - Support the opinion with facts and details from texts or other sources - Use transitional words and phrases to connect opinions to reasons - Write a conclusion related to the opinion presented	Writing Workshop Unit on Opinion Writing Zaner-Blozer Strategies for Writers Opinion Writing Mentor texts- <u>Mr. Maxwell's Mouse</u> by Frank Asch <u>A Fine, Fine School</u> by Sharon Creech <u>Red is Best</u> by Kathy Stinson <u>Dear Katie, the Volcano is a Girl</u> by Jean Craighead George <u>Animals Nobody Loves</u> by Seymour Simon <u>Not Norman: A Goldfish Story</u> by Kelly Bennett <u>The Great Kapok Tree</u> by Lynne Cherry <u>The Best Town in the World</u> by Byrd Baylor *writing exemplars	Rubrics Conferences
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task,	Produce writing that is clear and understandable to the reader	*Writing Workshop Unit for Opinion Writing	Rubrics

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	*Zaner-Blozer Strategies for Writers *Rubrics/checklists	
W.4.5. 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 here .)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences,	*Writing Workshop Unit for Opinion Writing *Zaner-Blozer Strategies for Writers *Author's Chair *Peer conferences *Use daily fix sentences to teach how to edit and revise -spend one day editing and one day to revise the sentence and work on word choice	Rubrics Conferences

	check sheets, peer editing)		
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills • Type at least one page in a single sitting	*Microsoft Word *Microsoft Publisher	Rubrics Teacher observation
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	• Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information from multiple sources to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing		Rubrics
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing	*Writing Journals *Blogging *Student Web pages	Conferences Rubrics Teacher observation

specific tasks, purposes, and audiences.	• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose		
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Unit One Speaking and Listening Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.4.1.D. Review the	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)	*Reading Street audio texts *Partner reading *Literature circles *Think-Pair-Share *Author's Chair *District developed prompts for speaking and listening	Rubrics Self-assessment Teacher observation

key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks	*Oral book reports *Book talks	Teacher observation

Unit One Language Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.4.1.B. Form and use the progressive (e.g., <i>I was walking, I will be walking</i>) verb tenses.	- Identify and define relative pronouns - Use appropriate relative pronouns and relative adverbs when writing or speaking - Identify progressive verb tenses in sentences - Select the appropriate verb tense to use when writing or speaking	*Mentor Sentence Units https://www.teacherspayteachers.com/Product/Mentor-Sentence-Units-VOLUME-1-Bundle-Grades-3-5-40-Weeks-1198039 *Language Resource https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805 *Mad Libs	iReady Reading Street Grammar Tests
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.A. Use correct capitalization.	- Identify rules for capitalization - Apply capitalization rules consistently - Spell grade-appropriate words correctly - Use references as needed to aid in spelling	*Mentor Sentence Units https://www.teacherspayteachers.com/Product/Mentor-Sentence-Units-VOLUME-1-Bundle-Grades-3-5-40-Weeks-1198039	iReady Reading Street Grammar Tests Spelling tests

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.		Bundle-Grades-3-5-40-Weeks-1198039 *Language Resource https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805 *Reader's Response Logs *Journals	
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses),	• Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries	*Mentor Texts- <u>The Sign of the Seahorse</u> by Graeme Base <u>The Eleventh Hour</u> by Graeme Base <u>Math Curse</u> by Jon Scieska <u>Baloney (Henry P)</u> by Jon Scieska and Lane Smith *Language Resource https://www.teacherspayteachers.com/	iReady Reading Street Spelling pages

both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	• Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805	
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary	*Language Resource https://www.teacherspayteachers.com/Product/4th-Grade-Language-Notebook-Interact-Teach-Practice-and-Write-1214805	iReady Teacher observation

*updated 1/11/17

Unit Two Reading Information Standards: Fourth Grade			Suggested theme: Weather
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text - Refer to the text when drawing conclusions as well as when answering directly stated questions	* “Eye of the Storm”- Reading Street Unit 3 *Readworks.org *digitalreadworks.org *NewsEla *Plan for introducing Nonfiction http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction *Achievethecore.org – Basal Alignment Project for text dependent questions	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 - iReady - Reading Street Fresh Reads
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	- Identify the key details of a text that support the main idea - Determine the main idea of the text	* “Eye of the Storm”- Reading Street Unit 3 *Achievethecore.org – Basal Alignment Project for text dependent questions	- iReady - Reading Street Fresh Reads

*updated 1/11/17

	- Summarize the key points of a text - Explain how the author supports main ideas in informational text with key details	*Readworks.com *Digitalreadworks.com *Newsela.com *Mobymax.com	
RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	- Read text closely to identify key details - Explain how or why historical events, scientific ideas or “how to” procedures happened - Use the text to support their answers	*https://www.teacherspayteachers.com/Product/RI43-Historical-Scientific-and-Technical-Texts-RI-43-2201096 *”The Great Kapok Tree” – Reading Street Unit 3	iReady Reading Street Fresh Reads
RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	- Determine the meaning of words and phrases in a text - Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)	*Readworks.org *digitalreadworks.org *Newsela *Study Island *Readwritethink.org *Mobymax.com	iReady
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of	Identify how a text is organized to describe the structure (ie: chronological,	*”Eye of the Storm”- Reading Street Unit 3 *Text Features Lesson from Scholastic:	iReady Reading Street Fresh Reads

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events, ideas, concepts, or information in a text or part of a text.	comparative, cause/effect, etc)	http://www.scholastic.com/teachers/top-teaching/2013/04/navigating-nonfiction-text-common-core-classroom-part-1 *Specific lesson on text structure http://www.scholastic.com/teachers/lesson-plan/teaching-nonfiction-text-structures https://www.teacherspayteachers.com/Product/Nonfiction-Text-Structure-Poster-Set-and-Foldable-650158 *https://www.teacherspayteachers.com/Product/Reading-Interactive-Notebook-Informational-Text-790642 https://www.teacherspayteachers.com/Product/Nonfiction-Text-Structure-Poster-Set-and-Foldable-650158 *http://the-teacher-next-door.com/index.php/blog/57-blog-reading/41-teaching-informational-text-structures	
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		*Mentor texts: (chronology) <u>How to Raise Monarch Butterflies</u> by Carol Pasternak <u>Follow the Water from Brook to Ocean</u> by Arthur Dorros <u>Liberty Rising</u> by Pegi Deitz Shea <u>Who Was...?</u> biography series (comparison) <u>What's the Difference Between a Leopard and a Cheetah?</u> by Lisa Bullard <u>Best Foot Forward</u> by Ingo Arndt <u>Shark or Dolphin: How Do You Know?</u> By Melissa Stewart (cause/effect) <u>Flash, Crash, Rumble, and Roll</u> by Franklyn Branley <u>A River Ran Wild</u> by Lynne Cherry <u>The Reason for a Flower</u> by Ruth Heller (problem/solution) <u>Falcons Nest on Skyscrapers</u> by Priscilla Belz Jenkins <u>Jimmy the Joey: The True Story of an Amazing Koala Rescue</u> by Debora Lee Rose	
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences	Identify similarities and differences between firsthand and secondhand accounts	*https://www.teacherspayteachers.com/Product/Common-Core-Grade-4-Point-of-View-Practice-RI46-683624	iReady Reading Street Fresh Reads

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in focus and the information provided.	• Explain how the point of view impacts the delivery of information in the text		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	• Analyze information presented in various formats to identify key details • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Explain how information presented in various formats aids to the overall meaning	*"Eye of the Storm"- Reading Street Unit 3	iReady
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	• Identify reasons and evidence an author uses to support a claim • Describe how an author uses proof to support a point in the text	*Readworks.org *digitalreadworks.org *Newsela *Study Island	iReady Reading Street Fresh Reads
RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the	• Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that	* "Eye of the Storm"- Reading Street Unit 3, pair with leveled readers * https://www.youtube.com/watch?v=IO0TGcRm6LM	iReady

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same topic in order to write or speak about the subject knowledgeably.	demonstrates knowledge of the subject		
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Unit Two Reading Literature Standards: Fourth Grade			
Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.4.1. Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text - Refer to the text when drawing conclusions as well as when answering directly stated questions	*"The Great Kapok Tree"- Reading Street Unit 3 *see Unit 1 for resources *"The Stranger"- Reading Street Unit 3 *Achievethecore.org – Basal Alignment Project for text dependent questions *Readworks.com *digitalreadworks.com	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 iReady Reading Street Fresh Reads
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	- Identify the key details of a text that support the main idea - Analyze the actions and thoughts of characters	*see Unit 1 for resources *Achievethecore.org – Basal Alignment Project for text dependent questions	iReady Reading Street Fresh Reads

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	or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text	*Readworks.com *digitalreadworks.com	
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Unit Two Writing Standards: Fourth Grade- Explanatory/Informative Writing			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.b Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.c Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.e Provide a conclusion related to the information or explanation presented.	• Compose a clear thesis statement • Group related information in paragraphs and sections • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information using words and phrases • Use transitional words and phrases • Select specific language and vocabulary to convey ideas and information • Provide a conclusion related to the information or explanations	*student-selected choice of researched- based report on extreme weather- can use the Eye of the Storm as a jumping off point *possible resources- Severe Weather Links http://www.lwsd.wednet.edu/cms/lib07/WA01001397/Centricity/Domain/106/Fourth%20Grade%20Extreme%20Weather%20Resources.pdf http://www.mensafor kids.org/MFK2/assets/File/Teach/Lesson Plans/Lesson Hurricanes.pdf http://seaman.jerichoschools.org/resources/websites_for_learning	Rubrics Conferences

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		ng/4th grade severe weather web quest	
		*writing exemplars	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	*rubrics/ checklists	Rubrics
W.4.5. 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 here .)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	*peer conferencing *Author's Chair *Use daily fix sentences to teach how to edit and revise -spend one day editing and one day to revise the sentence and work on word choice	Rubrics Conferences

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W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills • Type at least one page in a single sitting	*Microsoft Word *Microsoft Publisher	Rubrics Teacher observation
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	• Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used		Rubrics
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	*Writing journals *Blogging *Student Web pages	Teacher observation Conferences Rubrics

*updated 1/11/17

Unit Two Speaking and Listening Standards: Fourth Grade			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)	*Think-Pair-Share *Author's Chair *Reading Street audio texts *Partner reading *Literature circles *District developed prompts for speaking and listening	Teacher observation Self-assessment Rubrics

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SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	- Identify the key points and supporting details of a text presented orally - Restate the key information from a written text read aloud or information presented in multiple formats	*Listener's Response	Rubrics Teacher observation
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner - Present information orally and in coherent, spoken sentences - Use an appropriate pace when presenting - Present and logically support personal opinions	*resource for possible research project http://teacher.scholastic.com/researchtools/researchstarters/weather/	Rubrics Teacher observation
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	- Speak for a variety of purposes - Distinguish between formal and informal discourse - Adapt speech to a variety of contexts and tasks	*Oral reports *Book talks	Teacher observation

*updated 1/11/17

Unit Two Language Standards: Fourth Grade			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.c Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	- Identify and define modal auxiliaries - Use the appropriate modal auxiliary to convey various conditions - Identify adjectives in sentences to determine their purpose - Place adjectives in conventional order when writing or speaking	*Reading Street grammar book- none for modal auxiliaries, or adjectives in conventional order *adjective resource- Reading Street Grammar workbook pages 81-88 *Study Island	iReady Reading Street Grammar Tests
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.	- Identify the format for marking direct speech and quotations - Apply the rules for marking direct speech and quotations for writing - Spell grade-appropriate words correctly - Use references as needed to aid in spelling	*Reading Street grammar workbook- quotations/direct speech pages 109-116 *Reader's Response logs *Mad Libs *Journals	iReady Reading Street Grammar Tests Spelling tests
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	- Select the most precise word to convey ideas - Select punctuation to create effect in writing	*Reader's Response logs *Journals	Teacher observation iReady

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L.4.3.a Choose words and phrases to convey ideas precisely. L.4.3.b Choose punctuation for effect. L.4.3.c 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 and informal English in the appropriate settings		
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	*context clues *Study Island *Reading Street practice book- Vocabulary-Context Clues, and Dictionary/Glossary pages in Units 2 and 3	iReady Reading Street Spelling pages
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-	• Use 4th grade vocabulary fluently when discussing	*Study Island	iReady Teacher observation

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specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary		
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Unit Two Reading Foundation Standards: Fourth Grade			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	weekly spelling patterns SpellingCity.com Sparkle game Reading Street Word Study and Spelling Practice Book	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 weekly spelling tests iReady contracts
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	- Use various strategies to understand text and read with purpose - Accurately read grade-level poetry and prose aloud - Use an appropriate rate and expression when reading aloud	choral reading partner reading Reading Street leveled readers Reader's Theatre	Running records Teacher observation

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RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension		
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Unit Three Reading Foundation Standards: Fourth Grade

Suggested theme: Fairytales and Folktales

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	*see Unit 1 resources * Resource for multiple literary skills- https://macmillanmh.com/ccssreading/imagineit/grade4/ccslh_g4_toc.html *paid subscriptions to: -super teacher worksheets -edhelper -enchanted learning *weekly spelling patterns *Spellingcity.com *Sparkle game	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 weekly spelling tests iReady contracts
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy,	- Use various strategies to understand text and read with purpose - Read grade-level poetry and prose aloud accurately - Use an appropriate rate and expression when reading aloud - Use various strategies to support word recognition and understanding	*choral reading *partner reading *Reading Street leveled readers *Reader's Theater	Running records Teacher observation

appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Reread texts when appropriate to support increased accuracy, fluency, and comprehension		
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Unit Three Reading Information Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text - Refer to the text when drawing conclusions as well as when answering directly stated questions	*Reading Street- Unit4Week2 and Week4 leveled readers *Reading Street- Unit4Week2 paired reading pages 436-439 * Resource for multiple literary skills- https://macmillanmh.com/ccssreading/imagineit/grade4/ccslh_g4_toc.html *Achievethecore.org – Basal Alignment Project for text dependent questions *Readworks.com *digitalreadworks.com	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 iReady Reading Street Fresh Reads
RI.4.2. Determine the main idea of a text and explain how	Identify the key details of a text that	*picture book biographies by David Adler	iReady Reading Street Fresh Reads

it is supported by key details; summarize the text.	support the main idea • Determine the main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details	*Reading Street- Unit4Week2 and Week4 leveled readers *Reading Street- Unit4Week2 paired reading pages 436-439 *Achievethecore.org – Basal Alignment Project for text dependent questions *Readworks.com *digitalreadworks.com *Newsela.com *Mobymax.com	
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Unit Three Reading Literature Standards: Fourth Grade

Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.4.1. Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text - Refer to the text when drawing conclusions as well as when answering directly stated questions	*fairytale resource that addresses multiple standards- RL.4.2, RL.4.3, RL.4.6, RL.4.7, RL.4.9: Fourthgradespace.weebly.com/Cinderella-stories-around-the-world.html *Resource for multiple literary skills- https://macmillanmh.com/ccssreading/imagineit/grade4/ccslh_g4_toc.html *Reader's Response Logs *Achievethecore.org – Basal Alignment Project for text dependent questions	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 iReady Reading Street Fresh Reads
RL.4.2. Determine the key details to identify theme in a story, drama, or	- Identify the key details of a text that support the main idea - Analyze the actions and thoughts of	*Achievethecore.org – Basal Alignment Project for text dependent questions *see Unit 1 for Mentor Texts	iReady Reading Street Fresh Reads

poem and summarize the text.	characters or speakers in texts, looking for patterns • Identify the theme or main idea of the text • Summarize the key points of a text		
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	• Read text closely, looking for key details regarding character, setting, or plot • Analyze story elements for literal and inferential meaning • Refer to the text to describe various story elements	*story elements resource- www.learner.org/interactives/story/characters.html	iReady Reading Street Fresh Reads
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	• Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes	*see Unit 1 resources	iReady Reading Street Fresh Reads

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	• Explain the differences between poems, drama, and prose • Explain how structural elements are used to create an oral or written response to a text	*Reading Street Unit4Week3- “The King in the Kitchen” (play) *Reading Street Readers’ Theater Anthology- “The Twelve Dancing Princesses”	iReady Reading Street Fresh Reads
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	• Identify the narrator’s point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view	See Unit 1 for mentor texts	iReady Reading Street Fresh Reads
RL.4.7 Make connections between specific	• Link the reading of the text to listening or viewing the same story	*Search youtube.com to find an appropriate Cinderella video to make a video-reading connection	iReady

descriptions and directions in a text and a visual or oral representation of the text.	• Compare what was read to what was visualized and heard • Cite textual evidence to support comparisons		
RL.4.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	• Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature • Analyze how the theme is presented in the text • Analyze the influence of culture on similar themes	*resource for different picture books for Cinderella around the world- www.gooodreads.com/list/show/854.Cinderella_stories	iReady Reading Street Fresh Reads

**Unit Three Writing Standards:
Fourth Grade- Informative/Explanatory Writing**

Standard	How to Implement	Materials/ Resources	Assessments/Evidence
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.4.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.4.3.C. Use temporal words and phrases to signal event order. W.4.3.D Provide a sense of closure.	• Compose a story hook to engage the reader • Establish the story's background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events	*Writing workshop narrative materials *Zaner-Bloser *Writing exemplars *Mentor Texts: <u>The Relatives Came</u> by Cynthia Rylant <u>Owl Moon</u> by Jane Yolen <u>Knuffle Bunny</u> by Mo Willems <u>Fireflies</u> by Julie Brickloe <u>The Snowy Day</u> by Ezra Jack Keats <u>My Rotten Redheaded Older Brother</u> by Patricia Polacco <u>The Sweetest Fig</u> Chris Van Allsburg <u>Come On, Rain</u> by Karen Hesse <u>The Leaving Morning</u> by Angela Johnson	Rubrics Conferences

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	*Rubrics/checklists	Rubrics
W.4.5. 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 here .)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	*Use daily fix sentences to teach how to edit and revise -spend one day editing and one day to revise the sentence and work on word choice *Author's Chair *Peer Conferencing	Rubrics Conferences
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish	• Use digital tools • Use technology for producing and publishing	*Microsoft Word and Publisher	Teacher observation Rubrics

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.	writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single sitting		
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject		Teacher observation
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing	*Writing Journals *Blogging *Student Web pages	Teacher observation Conferences Rubrics

specific tasks, purposes, and audiences.	Develop a topic related to the content area they are writing about to reflect task, audience, and purpose		
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Unit Three Speaking and Listening Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)	*Think-Pair-Share *Author's Chair *Reading Street audio texts *partner reading *Literature circles *District developed prompts for speaking and listening	Teacher observation Self-assessment Rubrics

SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)	- Identify the key points and supporting details of a text presented orally - Restate the key information from a written text read aloud or information presented in multiple formats	*Listener's Response-responding to a speech	Rubrics Teacher observation
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner - Present information orally and in coherent, spoken sentences - Use an appropriate pace when presenting - Present and logically support personal opinions	*present narrative essays	Rubrics Teacher observation
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	Speak for a variety of purposes	*Reader's Theater *Oral Reports	Teacher observation

indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks		
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Unit Three Language Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G Correctly use frequently confused words (e.g., to, too, two, there, their).	- Identify words that are frequently confused when reading - Use frequently confused words correctly in writing	*Reading Street Unit3Week2 spelling workbook- homophones pages 13-16	iReady Reading Street Grammar Tests
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.C Use a comma before a coordinating conjunction in a compound sentence. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	- Identify coordinating conjunctions in sentences - Use a comma before a coordinating conjunction in a compound sentence - Spell grade-appropriate words correctly - Use references as needed to aid in spelling	*Reading Street Unit1Week4 grammar workbook- compound sentences pages 13-16 *Reading Street Unit6Week1 grammar workbook- conjunctions pages 101-104 *Schoolhouse Rock videos *Journals *Reader's Response Logs	iReady Reading Street Grammar Tests Spelling tests
L.4.4. Determine or clarify the meaning of unknown and multiple-	Decipher the meanings of words and phrases by using sentence context	*Reading Street Unit3Week1 and Week2	iReady

meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	• Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	vocabulary skills- multiple meaning words *Reading Street Unit1Week3, Unit2Week5, Unit4Week3, Unit6Week2, Unit6Week3-vocabulary skill/research and study skills- dictionary and thesaurus skills	
L.4.5 Demonstrate understanding of figurative language, word relationships,	• Identify similes and metaphors in text • Explain the meaning of simple similes and metaphors	*Idioms- Tedd Arnold books- <u>More Parts</u>, <u>Marvin Terba</u>, <u>Scholastic Dictionary of Idioms</u>	iReady Reading Street spelling pages

and nuances in word meanings. L.4.5.A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	• Identify idioms, adages, and proverbs in text • Explain the meaning of common idioms, adages, and proverbs • Determine synonyms and antonyms of words to show meaning	*Similes and Metaphors- see Unit 1 resources *Reading Street Unit1Week3 vocabulary skill- synonyms and antonyms *BrainPop video on synonyms and antonyms *Reading Street Unit4Week4- research and study skills- thesaurus which addresses synonyms *adage resource- https://mhschool.com/lead_21/grade5/ccslh_g5_lv_6_3f.html	
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed,	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being		iReady Teacher observation

whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	• Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary		
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Unit Four Reading Foundation Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	*see Unit 1 resources *Resource for multiple literary skills- https://macmillanmh.com/ccssreading/imagineit/grade4/ccslh_g4_toc.html *paid subscriptions to: -super teacher worksheets -edhelper -enchanted learning *weekly spelling patterns *Spellingcity.com *Sparkle game	*4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297 *weekly spelling tests *iReady *spelling contracts
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	- Use various strategies to understand text and read with purpose - Read grade-level poetry and prose aloud accurately - Use an appropriate rate and expression when reading aloud	*choral reading *partner reading *Reading Street leveled readers *Reader's Theater	*Running records *Teacher observation

RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension		
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Unit Four Reading Information Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions	*Mentor Texts https://www.teacherspayteachers.com/Product/NO-PREP-Nonfiction-Reading-and-Writing-Companion-for-Informational-Texts-1369541 *Readworks.com *Digitalreadworks.com *Newsela.com *Reading Street Unit 5 Week 3- “Amelia and Eleanor Go for a Ride” Achievethecore.org – Basal Alignment Project for text dependent questions	*iReady *4th grade ELA standards based assessments (covers all standards) https://www.teacherspayteachers.com/Product/4th-Grade-English-Language-Arts-Assessments-and-Teaching-Notes-ALL-STANDARDS-817297
RI.4.2. Determine the main idea of a text and explain how it is supported	• Identify the key details of a text that support the main idea • Determine the main idea of the text	*address standard during ongoing lessons with informational text	iReady Reading Street Fresh Reads

by key details; summarize the text.	- Summarize the key points of a text - Explain how the author supports main ideas in informational text with key details	Achievethecore.org – Basal Alignment Project for text dependent questions	
RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)	*Readwritethink.org vocabulary mapping *Newsela.com *Mobymax.com vocabulary *Study Island	iReady
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Identify how a text is organized to describe the structure (i.e.: chronological, comparative, cause/effect, etc.)	*website that explains text structures in reading, provides examples and practice (at the bottom of the page) http://www.ereadingworksheets.com/text-structure/ *Reading Street Unit 5 Week 4- “Antarctic Journal” *see Mentor Texts in Unit 2	iReady Reading Street Fresh Reads
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the	- Identify similarities and differences between firsthand and secondhand accounts - Explain how the point of view impacts the	*Reading Street Unit 5 Week 4- “Antarctic Journal” *Reading Street Unit 6 Week 1- My Brother Martin- pair with a Readworks article (or any article) that is about him	iReady Reading Street Fresh Reads

differences in focus and the information provided.	delivery of information in the text		
RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	• Read and understand a wide range of informational texts within the grade level efficiently by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts • Read texts with scaffolding as needed	*picture book biographies by David Adler *see Unit 1 resources	iReady Reading Street Fresh Reads

Unit Four Reading Literature Standards: Fourth Grade

Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.4.1. Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions	*Reading Street Unit 6 Week 1- “My Brother Martin” *see unit 1 resources *achievethecore.org – Basal Alignment Project for text dependent questions	iReady Reading Street Fresh Reads
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	• Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns	*see unit 1 resources	iReady Reading Street Fresh Reads

	• Identify the theme or main idea of the text • Summarize the key points of a text		
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	• Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes	*see unit 1 resources	iReady Reading Street Fresh Reads
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	• Explain the differences between poems, drama, and prose • Explain how structural elements are used to create an oral or written response to a text	*Reading Street- poetry- pgs 130-137 (end of unit 1) *Shel Silverstein books, Jack Prelutsky books	iReady Reading Street Fresh Reads
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the	• Identify the narrator's point of view • Find the similarities and differences in the	* <u>The Homework Machine</u> by Dan Gutman- told from the	iReady Reading Street Fresh Reads

difference between first- and third-person narrations.	narration between a story written in first person and a story written in third person point of view	different student's perspective	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	• Read and understand a wide range of literary texts within the grade level efficiently by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts • Read texts with scaffolding as needed	*See Unit 1 for suggestions for novels	iReady Reading Street Fresh Reads

**Unit Four Writing Standards:
Fourth Grade- Informative/Explanatory Writing**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E Provide a conclusion related to the information or explanation presented.	• Introduce a topic clearly • Compose a clear thesis statement • Group related information in paragraphs and sections • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information using words and phrases • Use transitional words and phrases • Select specific language and vocabulary to convey ideas and information • Provide a conclusion related to the information or explanation presented	*achieve the core-Save Our Water! and Water Conservation Tips-read the article and watch video then write an informational essay on water conservation	rubrics

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	*Writer's workshop *Zaner-Bloser	Checklists Rubrics
W.4.5. 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 here .)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)		Conferences Rubrics
W.4.6. With some guidance and support from adults, use	• Use digital tools	Microsoft Word	

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.	• Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single sitting		
W.4.7. (Choice) Conduct short research projects that build knowledge through investigation of different aspects of a topic.	• Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information from multiple sources to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing		Checklists Rubrics
W.4.8 (Choice) 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.	• Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used		Rubrics Checklists
W.4.9 (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Use strategies for reading literary and informational text to investigate topics		Conferences Rubrics

	• Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject		Checklists
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose		Conferences Rubrics

Unit Four Speaking and Listening Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)	*District developed prompts for speaking and listening *literature circles address listening and speaking standards *Author's Chair *Think-Pair-Share	Teacher observation Rubrics Self-assessment

SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	• Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes		
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks	*Reader's Theater *Book talks *Oral reports	Teacher observation

Unit Four Language Standards: Fourth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G Correctly use frequently confused words (e.g., to, too, two, there, their).	- Identify words that are frequently confused when reading - Use frequently confused words correctly in writing	*Reading Street spelling workbook *Reading Street grammar workbook	iReady Reading Street grammar tests
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	- Spell grade-appropriate words correctly - Use references as needed to aid in spelling	*Reading Street spelling workbook *Spelling City	weekly spelling tests
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.B Use common, grade-appropriate Greek	- Decipher the meanings of words and phrases by using sentence context - Determine the meaning of commonly used prefixes and suffixes - Separate a base word from the prefix or suffix - Use the definition of known prefixes and	*Reading Street Unit 5 Weeks 2, 3, 4- Greek and Latin roots *Reading Street spelling workbook- Unit 4 Week 5, Unit 6 Weeks 2, 3, 4 *Reading Street Unit 4 Week 4- research and study skills- thesaurus which addresses synonyms	iReady Reading Street grammar tests

and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words		
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic	*Study island and Moby Max *Reading Street Unit1Week3 vocabulary skill- synonyms and antonyms *BrainPop video on synonyms and antonyms	iReady Teacher observation

	• Use knowledge of synonyms and antonyms to broaden vocabulary		
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Unit One	
Standards Covered	Materials
Weeks 1-3 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.6	“Frindle” “Casey At Bat” “Dreams”
Weeks 4-5 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I.5.6	Shutting Out the Sky (Reading Street) NEWSLA Kids Discovery
Weeks 6-7 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I.5.6	Satchel Paige (Reading Street) “The Motion of Baseball” NEWSLA Kids Discovery
Weeks 8-10 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.5, R.L.5.6	BFG
Writing and Language Standards	L.5.1, L.5.2, L.5.4, L.5.5, L.5.6 Opinion Writing W.5.3, W.5.4, W.5.5, W.5.6, W.5.9, W.5.10
Speaking and Listening-Covered in every week S.L. 5.1, 5.2, 5.4, 5.6	Foundational Skills- Covered in every week R.F. 5.3A, 5.4 A,B,C
Unit Two	
Weeks 1-2 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I. 5.5, R.I.5.6, R.I. 5.7, R.I. 5.8, R.I. 5.9	Passage To Freedom NEWSLA Kids Discovery Introduction to World War II America’s Bird Soars The Holocaust Denmark: Resistance to Nazi Germany
Weeks 3-4 Reading Literature Standards Covered: R.L.5.1, R.L.5.2	Number the Stars
Weeks 5-6 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.3, R.I.5.4, R.I. 5.5, R.I.5.6, R.I. 5.7, R.I. 5.8, R.I. 5.9	Jane Goodall NEWSLA Kids Discovery Jane Goodall’s 10 Ways to Help Save Wildlife An Argument Against Zoos Activity
Weeks 7-10 Reading Literature Standards Covered:	Literature Circles • The One and Only Ivan-570

R.L.5.1, R.L.5.2	• The Year of the Boar and Jackie Robinson-730 • Jackie and Me- 610 • Esperanza Rising-740 • Steal Away-690 • Making Bombs for Hitler-760
Writing and Language Standards	L.5.1, L.5.2, L.5.3, L.5.4, L5.6 Informative/Explanatory Writing Animal Research Project W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10
Speaking and Listening-Covered in every week S.L. 5.1-5.6	Foundational Skills- Covered in every week R.F. 5.3A, 5.4 A,B,C
Unit Three	
Weeks 1-2 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.6	Mahalia Jackson NEWSELA Kids Discover
Weeks 3-4 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.7, R.L.5.9	Bridge to Terabithia The Legend of the Goddess Tin Hau, or Mazu Comic and Graphic Novel Activity Hercules Activity King Midas and the Golden Touch (Reading Street) The Eagle and the Bat (Reading Street)
Weeks 5-6 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.6	Leonardo's Horse New Vinci Readworks Passage NEWSELA Kids Discover
Weeks 7-10 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.3, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.7, R.L.5.9	Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780
Writing and Language Standards	L.5.1, L.5.2, L.5.4, L.5.5, L5.6 Narrative Writing W.5.3, W.5.4, W.5.5, W.5.6, W.5.9, W.5.10
Speaking and Listening-Covered in every week S.L. 5.1, 5.2, 5.4, 5.6	Foundational Skills- Covered in every week R.F. 5.3A, 5.4 A,B,C

Unit Four	
Weeks 1-2 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.10	Westlandia
Weeks 3-4 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.10	Tuck Everlasting Charlotte Doyle "Inside Out and Back Again" by Thanhha Lai
Weeks 5-6 Reading Informational Text Standards Covered: R.I.5.1, R.I.5.2, R.I.5.4, R.I.5.5, R.I.5.6, R.I.5.10	The Unsinkable Wreck of the R.M.S. Titanic NEWSLA Kids Discover
Weeks 7-10 Reading Literature Standards Covered: R.L.5.1, R.L.5.2, R.L.5.4, R.L.5.5, R.L.5.6, R.L.5.10	Literature Circles • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 • Mr. Poppers Penguins -910
Writing and Language Standards	L.5.1, L.5.2, L.5.4, L5.6 Informative/Explanatory W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10
Speaking and Listening-Covered in every week S.L. 5.1, 5.5, 5.6	Foundational Skills- Covered in every week R.F. 5.3A, 5.4 A,B,C

Daily Suggested Time Spent on Each Component of Language Arts:

0.5 hour – Writing/Grammar

.25- Spelling

1.25- Reading/Speaking and Listening

**Unit One Reading Foundation Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.5.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	Satchel Paige Frindle BFG (Literature Circle intro book)	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages  iReady
RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive	- Use various strategies to understand text and read with purpose - Accurately read grade-level poetry and prose aloud - Use an appropriate rate and expression when reading	Satchel Paige Frindle BFG (Literature Circle intro book) Casey at Bat New Colossus	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages  iReady

readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension		
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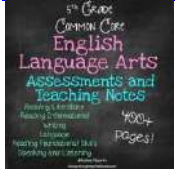
**Unit One Reading Information Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Newsela Kids Discover- Ellis Island, Jackie Robinson, Immigration Satchel Paige Shutting Out the Sky The Motion of Baseball Reading Response	Close Reading Classwork Assessment Passage Assessment Questions Assessment Answers  Unit 1 open ended questions iReady
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by	- Summarize the key points of a text - Identify details to support the main idea	Newsela Kids Discover- Ellis Island, Jackie Robinson, Immigration Satchel Paige	Close Reading Classwork Assessment Passage Assessment Questions Assessment Answers

key details; summarize the text.	• Identify at least two main ideas in informational texts • Explain how the author supports main ideas in informational text with key details	<u>Shutting Out the Sky</u> <u>The Motion of Baseball</u> <u>Reading Response</u>	 <u>Unit 1 open ended questions</u> iReady
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• Discuss the similarities and differences unique to the various perspectives presented in text • Give descriptions about how the information is presented for each perspective	Newsela Kids Discover- Ellis Island, Jackie Robinson, Immigration <u>Satchel Paige</u> <u>Shutting Out the Sky</u> <u>The Motion of Baseball</u> <u>Reading Response</u>	 <u>Close Reading Classwork</u> <u>Unit 1 open ended questions</u> iReady

Unit One Reading Literature Standards: Fifth Grade

Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from	Frindle Unit Frindle Unit 2 Frindle Unit 3 BFG (Literature Circle intro book) Character/Inference Reading Response	Close Reading Classwork  Assessment Passage and Questions Assessment Answers Unit 1 open ended questions iReady

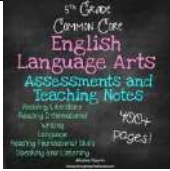
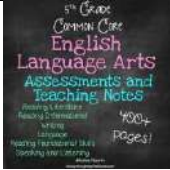
	the text		
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	- Identify the key details in a text - Analyze the actions and thoughts of characters or speakers in texts, looking for patterns - Identify the theme of the text - Determine central message or theme	Frindle Unit Frindle Unit 2 Frindle Unit 3 Casey at Bat BFG (Literature Circle intro book) Book Summary-Theme Theme Character/Inference Reading Response	Close Reading Classwork  Assessment Passage and Questions Assessment Answers Unit 1 open ended questions iReady
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.5.3: • Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts • Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	Frindle Unit Frindle Unit 2 Frindle Unit 3 BFG (Literature Circle intro book) Character/Inference Reading Response	Close Reading Classwork  iReady
RL.5.4. Determine the meaning of words and phrases as they are used in a text,	Demonstrate the ability to determine the meaning of words and phrases as they	Frindle Unit Frindle Unit 2 Frindle Unit 3 BFG	Close Reading Classwork

including figurative language such as metaphors and similes.	are used in a text (e.g., figurative, academic, domain-specific) - Identify metaphors and similes - Analyze similes and metaphors in text and how it impacts the reader	(Literature Circle intro book) Casey at Bat Langston Hughes-Dreams Reading Response	 iReady
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	RL.5.5: • Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) • Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	BFG (Literature Circle intro book) Casey at Bat Langston Hughes-Dreams Reading Response	Close Reading Classwork  iReady
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	- Identify the narrator's point of view - Explain how the point of view impacts the events in the text	Frindle Unit Frindle Unit 2 Frindle Unit 3 BFG (Literature Circle intro book) Casey at Bat Character/Inference Reading Response	Close Reading Classwork  iReady

**Unit One Writing Standards:
Fifth Grade- Opinion Writing**

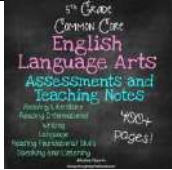
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters;	• Compose a story hook to engage the reader • Establish the story's background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to	Writer's Workshop Zaner-Bloser	 iReady

organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events	develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events		
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	Writer's Workshop Zaner-Bloser	iReady

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Writer's Workshop Zaner-Bloser	 iReady
W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	• Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with	Writer's Workshop Zaner-Bloser	 iReady

	others • Demonstrate keyboarding skills		
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	Writer's Workshop Zaner-Bloser	 iReady
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	Writer's Workshop Zaner-Bloser	 iReady

Unit One Speaking and Listening Standards: Fifth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy	<u>Satchel Paige Shutting Out the Sky</u> <u>Frindle Unit</u> <u>Frindle Unit 2</u> <u>Casey at Bat</u> <u>BFG (Literature Circle intro book)</u> • District wide Speaking and Listening prompts • Literature Circles Novel Discussions	 iReady

assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)		
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	- Identify the key points and supporting details of a text presented orally - Summarize a written text read aloud or information presented in multiple formats	Frindle Unit Frindle Unit 2 BFG (Literature Circle intro book) District wide Speaking and Listening prompts	iReady

		- Literature Circles - Novel Discussions	
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner - Present information orally and in coherent, spoken sentences - Use an appropriate pace when presenting - Present and logically support personal opinions	- District wide Speaking and Listening prompts - Literature Circles - Novel Discussions	 iReady
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	- Speak for a variety of purposes - Distinguish between formal and informal discourse - Adapt speech to a variety of contexts and tasks	- District wide Speaking and Listening prompts - Literature Circles - Novel Discussions	 iReady

**Unit One Language Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions,	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments

L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	and interjections in sentences • Identify the tense of verbs • Identify perfect verb tenses in writing • Conjugate verbs using the perfect verb tenses		
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.A. Use punctuation to separate items in a series.* L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	• Define and identify items in a series • Separate items in a series using appropriate punctuation • Spell grade-appropriate words correctly • Use references as needed to aid in spelling	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser vocabulary.com	 iReady Language Assessments
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5.A. Interpret figurative language, including similes and metaphors, in context. L.5.5.B.	• Identify similes and metaphors in text • Infer the meaning of simple similes and metaphors • Identify idioms, adages,	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner	 iReady

Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	and proverbs in text • Explain the meaning of common idioms, adages, and proverbs • Determine synonyms and antonyms of words to show meaning • Identify and explain the difference in meanings in related words, like homographs	Bloser	Language Assessments
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).	• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	iReady Language Assessments

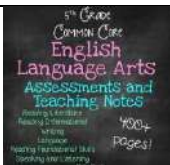
	vocabulary		
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**Unit Two Reading Foundation Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.5.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	Number The Stars The Holocaust Denmark: Resistance to Nazi Germany America's Bird Soars Literature Circle Guide Literature Circle Guide 2 Introducing Literature Circles Literature Circles - The One and Only Ivan-570 - In The Year of the Boar and Jackie Robinson-730 - Jackie and Me-610 - Esperanza Rising-740 - Steal Away-690 - Making Bombs for Hitler-760	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages  iReady

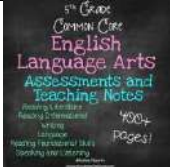
RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	Number The Stars <u>The Holocaust</u> <u>Denmark: Resistance to Nazi Germany</u> <u>America's Bird Soars</u> <u>Literature Circle Guide</u> <u>Literature Circle Guide 2</u> <u>Introducing Literature Circles</u> Literature Circles • The One and Only Ivan-570 • In The Year of the Boar and Jackie Robinson-730 • Jackie and Me-610 • Esperanza Rising-740 • Steal Away-690 • Making Bombs for Hitler-760	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages  iReady
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**Unit Two Reading Information Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Newsela Kids Discover- World War II, Animal Selections The Holocaust Denmark: Resistance to Nazi Germany America's Bird Soars Introduction to World War II Passage to Freedom: The Sugihara Story Jane Goodall's 10 Ways to Help Save Wildlife An Argument Against Zoos Activity Reading Response	 iReady Close Reading Classwork Unit 2 open ended questions
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key	- Summarize the key points of a text - Identify details to support the main idea	Newsela Kids Discover- World War II, Animal Selections Introduction to	 iReady

details; summarize the text.	- Identify at least two main ideas in informational texts - Explain how the author supports main ideas in informational text with key details	World War II Passage to Freedom: The Sugihara Story Jane Goodall's 10 Ways to Help Save Wildlife An Argument Against Zoos Activity The Holocaust Denmark: Resistance to Nazi Germany America's Bird Soars Reading Response	Close Reading Classwork Unit 2 open ended questions
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text	- Identify the relationships or interactions between people, places and ideas in text - Explain the relationship to analyze the text	The Holocaust Denmark: Resistance to Nazi Germany America's Bird Soars An Argument Against Zoos Activity Kids Discover- World War II, Animal Selections Reading Response	 iReady Close Reading Classwork Unit 2 open ended questions
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic	Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative,	Newsela Kids Discover- World War II, Animal Selections Introduction to World War II Passage to Freedom: The	 iReady Close Reading Classwork Unit 2 open ended

or subject area.	academic, domain-specific) - Identify metaphors and similes - Analyze similes and metaphors in text and how it impacts the reader	Sugihara Story The Holocaust Denmark: Resistance to Nazi Germany America's Bird Soars Jane Goodall's 10 Ways to Help Save Wildlife An Argument Against Zoos Activity Reading Response	questions
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	- Find the similarities and differences in the structure of two or more texts - Determine the impact of the structure on text meaning	Newsela Kids Discover- World War II, Animal Selections Introduction to World War II America's Bird Soars The Holocaust Denmark: Resistance to Nazi Germany Passage to Freedom: The Sugihara Story Jane Goodall's 10 Ways to Help Save Wildlife An Argument Against Zoos Activity Reading Response	 iReady Close Reading Classwork Unit 2 open ended questions

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Discuss the similarities and differences unique to the various perspectives presented in text • Give descriptions about how the information is presented for each perspective	Newsela Kids Discover- World War II, Animal Selections <u>Introduction to World War II</u> <u>America's Bird Soars</u> <u>Passage to Freedom: The Sugihara Story</u> <u>Jane Goodall's 10 Ways to Help Save Wildlife</u> <u>The Holocaust</u> <u>Denmark: Resistance to Nazi Germany</u> <u>An Argument Against Zoos</u> <u>Activity</u> <u>Reading Response</u>	 iReady <u>Close Reading Classwork</u> <u>Unit 2 open ended questions</u>
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently	• Read texts closely to determine the main ideas and important details • Synthesize information from multiple sources • Use media efficiently to answer questions and to solve problems	Newsela Kids Discover- World War II, Animal Selections <u>Introduction to World War II</u> <u>America's Bird Soars</u> <u>The Holocaust</u> <u>Denmark: Resistance to Nazi Germany</u> <u>Passage to Freedom: The Sugihara Story</u> <u>Jane Goodall's 10 Ways to Help Save Wildlife</u>	 iReady <u>Close Reading Classwork</u> <u>Unit 2 open ended questions</u>

		An Argument Against Zoos Activity Reading Response	
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	- Identify the points or claims an author makes in a text - Identify reasons and evidence for those points or claims made - Prove each point with evidence from the text - Explain how an author uses proof to support a point in the text	Newsela Kids Discover- World War II, Animal Selections Introduction to World War II America's Bird Soars The Holocaust Denmark: Resistance to Nazi Germany Passage to Freedom: The Sugihara Story Jane Goodall's 10 Ways to Help Save Wildlife An Argument Against Zoos Activity Reading Response	 iReady Close Reading Classwork Unit 2 open ended questions
RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from	- Find similarities and differences in themes and topics when reading stories of the same genre - Connect the text to other knowledge (e.g. practical	Newsela Kids Discover- World War II, Animal Selections Introduction to World War II America's Bird Soars	 iReady Close Reading Classwork

several texts on the same topic in order to write or speak about the subject knowledgeably	knowledge, historical/cultural context, and background knowledge) • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	The Holocaust Denmark: Resistance to Nazi Germany Passage to Freedom: The Sugihara Story Jane Goodall's 10 Ways to Help Save Wildlife An Argument Against Zoos Activity Reading Response	Unit 2 open ended questions
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Unit Two Reading Literature Standards: Fifth Grade			
Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing	Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read	Number the Stars Number the Stars Novel Study Number the Stars Novel Study 2 Reading Response Literature Circle Guide Literature Circle	 iReady Unit 2 open ended questions

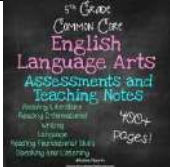
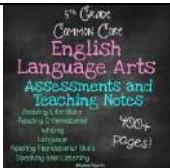
inferences from the text.	• Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Guide 2 Introducing Literature Circles Number the Stars Foldable Literature Circles • The One and Only Ivan-570 • The Year of the Boar and Jackie Robinson-730 • Jackie and Me- 610 • Esperanza Rising-740 • Steal Away-690 Making Bombs for Hitler-760	
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	• Identify the key details in a text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Identify the theme of the text • Determine central message or theme	Number the Stars Number the Stars Novel Study Number the Stars Novel Study 2 Book Summary-Theme Theme Character/Inference Reading Response Literature Circle Guide Literature Circle Guide 2 Introducing Literature Circles Number the Stars	iReady Unit 2 open ended questions

		Foldable Literature Circles • The One and Only Ivan-570 • The Year of the Boar and Jackie Robinson-730 • Jackie and Me- 610 • Esperanza Rising-740 • Steal Away-690 • Making Bombs for Hitler-760	
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Unit Two Writing Standards: Fifth Grade- Informative/Explanatory Writing			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and	• Organize ideas using various strategies • Introduce a topic clearly • Compose a clear thesis statement • Provide a general observation and focus • Group related information logically • Use text features such as (e.g., headings), illustrations, and multimedia to support the	Animal Research	 iReady

multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented	information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information • Use transitional words, phrases, and clauses • Select specific language and vocabulary to convey ideas and information • Write a conclusion that is related to the information or explanation		
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing)	<u>Animal Research</u>	 iReady

standards 1-3 above.)	• Focus the organization and development of a topic to reflect the task and purpose		
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here .)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Animal Research	 iReady

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	• Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills	<u>Animal Research</u>	 iReady
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Locate information from print and digital sources • Integrate information from personal experiences • Include a list of sources used • Take notes on information gathered from the sources to support the topic • Synthesize information to avoid plagiarism • Organize information into categories	<u>Animal Research</u>	 iReady
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise	<u>Animal Research</u>	 iReady

day or two) for a range of discipline-specific tasks, purposes, and audiences.	writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose		
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**Unit Two Speaking and Listening Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to	- Use previous knowledge to expand discussions about a topic - Engage in conversations about grade-appropriate topics and texts - Participate in a variety of rich, structured conversations - Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant,	- District wide Speaking and Listening prompts - Literature Circles - Novel Discussions Literature Circle Guide Literature Circle Guide 2 Introducing Literature Circles Literature Circles - The One and Only Ivan-570 - In The Year of the Boar and Jackie Robinson-730	 iReady

explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)	• Jackie and Me- 610 • Esperanza Rising- 740 • Steal Away-690 • Making Bombs for Hitler-760	
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SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	• Identify the key points and supporting details of a text presented orally • Summarize a written text read aloud or information presented in multiple formats	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions • Literature Circle Guide • Literature Circle Guide 2 • Introducing Literature Circles Literature Circles • The One and Only Ivan-570 • In The Year of the Boar and Jackie Robinson-730 • Jackie and Me- 610 • Esperanza Rising- 740 • Steal Away-690 • Making Bombs for Hitler-760	iReady
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using	• Report on a topic or text, telling a story, or recounting an event in an	• District wide Speaking and Listening prompts • Literature	

appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions	Circles • Novel Discussions • Literature Circle Guide • Literature Circle Guide 2 • Introducing Literature Circles Literature Circles • The One and Only Ivan-570 • In The Year of the Boar and Jackie Robinson-730 • Jackie and Me- 610 • Esperanza Rising-740 • Steal Away-690 • Making Bombs for Hitler-760	iReady
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions • Literature Circle Guide	iReady

expectations.)	tasks	• Literature Circle Guide 2 • Introducing Literature Circles Literature Circles • The One and Only Ivan-570 • In The Year of the Boar and Jackie Robinson-730 • Jackie and Me- 610 • Esperanza Rising-740 • Steal Away-690 • Making Bombs for Hitler-760	
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Unit Two Language Standards: Fifth Grade

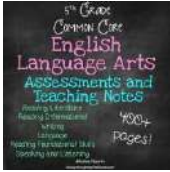
Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs • Identify perfect verb tenses in writing • Conjugate verbs using the perfect verb tenses	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.A. Use punctuation to separate items in a series.* L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	• Define and identify items in a series • Separate items in a series using appropriate punctuation • Spell grade-appropriate words correctly • Use references as needed to aid in spelling	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments
L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening. L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems	• Identify sentences in writing that need revision • Revise writing by expanding, combining, and reducing sentences • Determine similarities and differences in the presentation of English used in stories	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser vocabulary.com	 iReady Language Assessments
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those	• Use 5th grade vocabulary fluently when discussing academic or domain-specific	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner	 iReady

that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary	Bloser	Language Assessments
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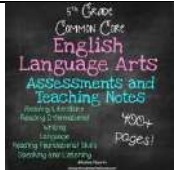
**Unit Three Reading Foundation Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.5.3.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.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	Mahalia Jackson Leonardo's Horse Literature Circles - Because of Mr. Terupt-560 - Holes- 660 - Homework Machine-680 - From the Mixed-up Files- 700 - Ms. Frisby and the Rats of Nimh-780	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages  iReady
RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	- Use various strategies to understand text and read with purpose - Accurately read grade-level poetry and prose aloud - Use an	Mahalia Jackson Leonardo's Horse Echoing Green Literature Circles - Because of Mr. Terupt-560 - Holes- 660 - Homework Machine-680 - From the Mixed-	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages

expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	up Files- 700 • Ms. Frisby and the Rats of Nimh-780	iReady
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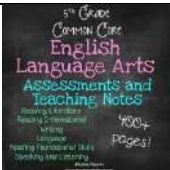
Unit Three Reading Information Standards: Fifth Grade

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Mahalia Jackson Leonardo's Horse Leonardo's Horse Writing Task New Vinci Readworks Passage New Vinci Readworks Answers Newsela Kids Discover- Renaissance, Leonardo Da Vinci	 Unit 3 open ended questions part 1 Unit 3 open ended questions part 2 iReady Close Reading Classwork
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by	- Summarize the key points of a text - Identify details to support the main idea	Mahalia Jackson Leonardo's Horse Leonardo's Horse Writing Task New Vinci Readworks	 Unit 3 open ended

key details; summarize the text.	- Identify at least two main ideas in informational texts - Explain how the author supports main ideas in informational text with key details	Passage New Vinci Readworks Answers Kids Discover-Renaissance, Leonardo Da Vinci	questions part 1 Unit 3 open ended questions part 2 iReady Close Reading Classwork
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	- Discuss the similarities and differences unique to the various perspectives presented in text - Give descriptions about how the information is presented for each perspective	Mahalia Jackson Leonardo's Horse Leonardo's Horse Writing Task New Vinci Readworks Passage New Vinci Readworks Answers Kids Discover-Renaissance, Leonardo Da Vinci	 Unit 3 open ended questions part 1 Unit 3 open ended questions part 2 iReady Close Reading Classwork

Unit Three Reading Literature Standards: Fifth Grade

Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable Literature Circles - Because of Mr. Terept-560 - Holes- 660 - Homework Machine-680 - From the Mixed-up Files- 700 - Ms. Frisby and the Rats of Nimh-780	 iReady

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	• Identify the key details in a text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Identify the theme of the text • Determine central message or theme	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	 iReady
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	• RL.5.3: • Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts • Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of	 iReady

		Nimh-780	
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Analyze similes and metaphors in text and how it impacts the reader	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	 iReady
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	• RL.5.5: • Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) • Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	Bridge To Terabithia Readworks Resources Text Structure Power Point Bridge To Terabithia Foldable Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680	 iReady

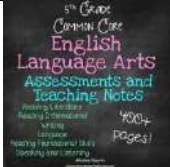
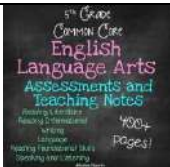
		• From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	• Identify the narrator's point of view • Explain how the point of view impacts the events in the text	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	 iReady
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	• Synthesize information from multiple sources • Use media efficiently to answer questions and to solve problems	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable Literature Circles King Midas and the Golden Touch (Reading Street) The Eagle and the Bat (Reading Street)	 iReady

		The Legend of the Goddess Tin Hau, or Mazu The Legend of the Goddess Tin Hau, or Mazu Answers Comic and Graphic Novel Activity Hercules Activity	
		Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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	• Find similarities and differences in themes and topics when reading stories of the same genre • Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) • Identify the similarities and differences	Bridge To Terabithia Readworks Resources Bridge To Terabithia Foldable	 iReady

traditional literature from different cultures.	in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)	Goddess Tin Hau, or Mazu The Legend of the Goddess Tin Hau, or Mazu Answers Comic and Graphic Novel Activity Hercules Activity Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	
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Unit Three Writing Standards: Fifth Grade- Narrative Writing

Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events	• Compose a story hook to engage the reader • Establish the story's background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events	Writer's Workshop Zaner-Bloser	 iReady

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	Writer's Workshop Zaner-Bloser	 iReady
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors	Writer's Workshop Zaner-Bloser	 iReady

	Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)		
W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	- Use digital tools to collaborate on written works - Ask for guidance when appropriate - Use technology for producing and publishing writing, and collaborating with others - Demonstrate keyboarding skills	Writer's Workshop Zaner-Bloser	 iReady
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Use strategies for reading literary and informational text to investigate topics - Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events - Explain how an author uses proof to support a point in informational text - Prove each point with evidence from the text - Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	Writer's Workshop Zaner-Bloser	 iReady

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	Writer's Workshop Zaner-Bloser	 iReady
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Unit Three Speaking and Listening Standards: Fifth Grade			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	• Use previous knowledge to expand discussions about a topic • Engage in conversations	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions • Mahalia Jackson • Leonardo's Horse	 iReady

with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making	about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion	Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700 • Ms. Frisby and the Rats of Nimh-780	
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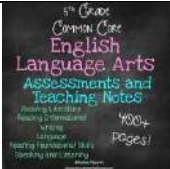
comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	(looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)		
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	• Identify the key points and supporting details of a text presented orally • Summarize a written text read aloud or information presented in multiple formats	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions • Literature Circles • Because of Mr. Terupt-560 • Holes- 660 • Homework Machine-680 • From the Mixed-up Files- 700	 iReady

		Ms. Frisby and the Rats of Nimh-780	
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner - Present information orally and in coherent, spoken sentences - Use an appropriate pace when presenting - Present and logically support personal opinions	- District wide Speaking and Listening prompts - Literature Circles - Novel Discussions Mahalia Jackson Leonardo's Horse Literature Circles - Because of Mr. Terupt-560 - Holes- 660 - Homework Machine-680 - From the Mixed-up Files- 700 - Ms. Frisby and the Rats of Nimh-780	 iReady
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	- Speak for a variety of purposes - Distinguish between formal and informal discourse - Adapt speech to a variety of contexts and tasks	- District wide Speaking and Listening prompts - Literature Circles - Novel Discussions Mahalia Jackson Leonardo's Horse Literature Circles - Because of Mr. Terupt-560	 iReady

		• Holes- 660 • Homework Machine-680 • From the Mixed- up Files- 700 • Ms. Frisby and the Rats of Nimh-780	
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**Unit Three Language Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs • Identify perfect verb tenses in writing • Conjugate verbs using the perfect verb tenses	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.A. Use punctuation to separate items in a series.* L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	• Define and identify items in a series • Separate items in a series using appropriate punctuation • Spell grade-appropriate words correctly • Use references as needed to aid in spelling	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments

L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	glossaries and dictionaries to define and clarify words		
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5.A. Interpret figurative language, including similes and metaphors, in context. L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	• Identify similes and metaphors in text • Infer the meaning of simple similes and metaphors • Identify idioms, adages, and proverbs in text • Explain the meaning of common idioms, adages, and proverbs • Determine synonyms and antonyms of words to show meaning • Identify and explain the difference in meanings in related words, like homographs	Bridge To Terabithia Readworks Resources Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady Language Assessments
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-	• Use 5th grade vocabulary fluently when discussing	Reading Street Grammar Book Super teacher worksheets Writer's	

specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).	academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary	Workshop/Zaner Bloser	iReady Language Assessments
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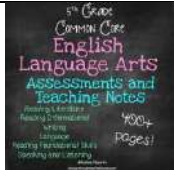
**Unit Four Reading Foundation Standards:
Fifth Grade**

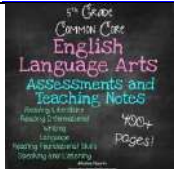
Standard	How to Implement	Materials/Resources	Assessments/Evidence
RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words	Westlandia The Unsinkable Wreck of The R.M.S. Titanic Literature Circles: - Snow Treasure-690 - Out of My Mind-700 - The Thing About Jellyfish-740 - Rules-780 - My Side of the Mountain-810 - Mr. Poppers Penguins -910	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages  iReady
RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read	Use various strategies to understand text and read with purpose	Westlandia The Unsinkable Wreck of The R.M.S. Titanic Shared Reading	Reading Street Fresh Reads used as Fluency Passages Reading Street Fluency Passages

grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	(Poetry Novel) "Inside Out and Back Again" by Thanhha Lai	Inside Out and Back Again Educators Guide  iReady
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**Unit Four Reading Information Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	The Unsinkable Wreck of The R.M.S. Titanic Newsela Kids Discover-	 iReady Unit 4 Open-ended Questions Unit 5 Open-ended Questions Close Reading Classwork Exploring Non-fiction Using Classroom Periodicals
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by	- Summarize the key points of a text - Identify details to support the main idea	The Unsinkable Wreck of The R.M.S. Titanic Newsela Kids Discover-	 iReady

key details; summarize the text.	- Identify at least two main ideas in informational texts - Explain how the author supports main ideas in informational text with key details		Unit 4 Open-ended Questions Unit 5 Open-ended Questions Close Reading Classwork
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) - Identify metaphors and similes - Analyze similes and metaphors in text and how it impacts the reader	The Unsinkable Wreck of The R.M.S. Titanic Newsela Kids Discover-	 iReady Unit 4 Open-ended Questions Unit 5 Open-ended Questions Close Reading Classwork
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	- Find the similarities and differences in the structure of two or more texts - Determine the impact of the structure on text meaning	The Unsinkable Wreck of The R.M.S. Titanic Newsela Kids Discover-	 iReady Unit 4 Open-ended Questions Unit 5 Open-ended Questions Close Reading

			Classwork
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	- Discuss the similarities and differences unique to the various perspectives presented in text - Give descriptions about how the information is presented for each perspective	The Unsinkable Wreck of The R.M.S. Titanic Newsela Kids Discover-	 iReady Unit 4 Open-ended Questions Unit 5 Open-ended Questions Close Reading Classwork
*RL.5.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed	- Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year - Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts - Read texts with scaffolding as needed	The Unsinkable Wreck of The R.M.S. Titanic Newsela Kids Discover-	 iReady Unit 4 Open-ended Questions Unit 5 Open-ended Questions Close Reading Classwork

**Unit Four Reading Literature Standards:
Fifth Grade**

Standard	How to Implement	Material/Resources	Assessments/Evidence
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining	Tuck Everlasting Foldable Tuck Everlasting Unit 1 Tuck Everlasting Unit 2 Charlotte Doyle Literature Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 Mr. Poppers	Charlotte Doyle Guide

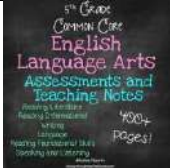
	inferences drawn from the text	Penguins -910	
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	• Identify the key details in a text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Identify the theme of the text • Determine central message or theme	Tuck Everlasting Foldable Tuck Everlasting Unit 1 Tuck Everlasting Unit 2 Charlotte Doyle Literature Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 Mr. Poppers Penguins -910	Charlotte Doyle Guide
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative,	Tuck Everlasting Foldable Tuck Everlasting Unit 1 Tuck Everlasting Unit 2 Charlotte Doyle Literature	Charlotte Doyle Guide

metaphors and similes.	academic, domain-specific) • Identify metaphors and similes • Analyze similes and metaphors in text and how it impacts the reader	Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 Mr. Poppers Penguins -910	
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	• RL.5.5: • Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) • Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	Tuck Everlasting Foldable Tuck Everlasting Unit 1 Tuck Everlasting Unit 2 Charlotte Doyle Literature Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780	Charlotte Doyle Guide

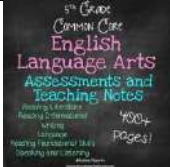
		• My Side of the Mountain-810 Mr. Poppers Penguins -910	
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	• Identify the narrator's point of view • Explain how the point of view impacts the events in the text	Tuck Everlasting Foldable Tuck Everlasting Unit 1 Tuck Everlasting Unit 2 Charlotte Doyle Literature Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 Mr. Poppers Penguins -910	Charlotte Doyle Guide
*RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See	• Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year	Tuck Everlasting Foldable Tuck Everlasting Unit 1 Tuck Everlasting	Charlotte Doyle Guide

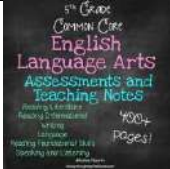
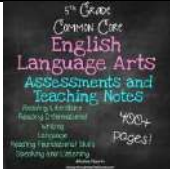
Appendix A) or above, with scaffolding as needed.	- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts - Read texts with scaffolding as needed	<u>Unit 2</u> Charlotte Doyle Literature Circles: - Snow Treasure-690 - Out of My Mind-700 - The Thing About Jellyfish-740 - Rules-780 - My Side of the Mountain-810 Mr. Poppers Penguins -910	
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Unit Four Writing Standards: Fifth Grade- Informative/Explanatory Writing			
Standard	How to Implement	Materials/Resources	Assessments/Evidence
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	- Organize ideas using various strategies - Introduce a topic clearly - Compose a clear thesis statement	Writer's Workshop Zaner-Bloser	

W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.	• Provide a general observation and focus • Group related information logically • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information • Use transitional words, phrases, and clauses • Select specific language and vocabulary to convey ideas and information • Write a conclusion related to the information or explanation		iReady
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing)	Writer's Workshop Zaner-Bloser	 iReady

standards 1-3 above.)	• Focus the organization and development of a topic to reflect the task and purpose		
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here .)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	Writer's Workshop Zaner-Bloser	 iReady

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	• Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills	Writer's Workshop Zaner-Bloser	 iReady
W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.	• Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information from multiple sources to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing	Connect to Social Studies/ Science Curriculum Newsela Kids Discover	American Revolution Research Posters Women's History Black History
W.5.8. (Choice) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	• Locate information from print and digital sources • Integrate information from personal experiences • Include a list of sources used • Take notes on information gathered from the sources to support the topic • Synthesize information to avoid plagiarism • Organize information into categories	Connect to Social Studies/ Science Curriculum Newsela Kids Discover	Exploring Non-fiction Using Classroom Periodicals

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Use reading literary and informational text to research and investigate topics • Write a thesis statement • Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	Writer's Workshop Zaner-Bloser	 iReady
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	Writer's Workshop Zaner-Bloser	 iReady

**Unit Four Speaking and Listening Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions • Literature Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 • Mr. Poppers Penguins -910	iReady

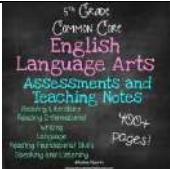
discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)		
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SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	• Identify main ideas and themes of a presentation • Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions Literature Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 • Mr. Poppers Penguins -910	iReady
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of	• District wide Speaking and Listening prompts • Literature Circles • Novel Discussions Literature	iReady

specific expectations.)	contexts and tasks	Circles: • Snow Treasure-690 • Out of My Mind-700 • The Thing About Jellyfish-740 • Rules-780 • My Side of the Mountain-810 • Mr. Poppers Penguins -910	
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**Unit Four Language Standards:
Fifth Grade**

Standard	How to Implement	Materials/Resources	Assessments/Evidence
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs • Identify perfect verb tenses in writing • Conjugate verbs using the perfect verb tenses	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	iReady

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.A. Use punctuation to separate items in a series.* L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	• Define and identify items in a series • Separate items in a series using appropriate punctuation • Spell grade-appropriate words correctly • Use references as needed to aid in spelling	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	 iReady

L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	glossaries and dictionaries to define and clarify words		
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).	• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to	Reading Street Grammar Book Super teacher worksheets Writer's Workshop/Zaner Bloser	iReady

	broaden vocabulary		
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