

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

<p><b>Standard 1: Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p>					
<p>Kindergarten</p>	<p>Grade 1</p>	<p>Grade 2</p>	<p>Grade 3</p>	<p>Grade 4</p>	<p>Grade 5</p>
<p><b>CC1.1.K.A</b> Utilize book handling skills</p> <p><b>CC1.1.K.B</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>● Follow words left to right, top to bottom, demonstrate return sweep, page by page, front to back, and turn pages in correct direction</li> <li>● Distinguish print from picture</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>● Understand that words are separated by spaces in print.</li> <li>● Recognize and name all lowercase and uppercase letters of the alphabet</li> <li>● Differentiate first/last letter in a word, first and last word in a sentence</li> <li>● Locate punctuation: periods, question marks,</li> </ul>	<p>Intentionally Blank</p> <p><b>CC1.1.1.B</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>○ Follow words left to right, top to bottom, page by page, front to back, and turn pages in correct direction</li> <li>○ Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>○ Recognize and name all lowercase and uppercase letters of the alphabet</li> <li>○ Differentiate first/ last letter in a word, first and last word in a sentence</li> <li>○ Locate punctuation: periods, question marks, exclamation points, and quotation mark</li> </ul>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>

exclamation points, and quotation marks	<b>No CC Code</b> Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> <li>o Understand that words are separated by spaces in print</li> </ul>				
<b>Standard 1: Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>CC1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <ul style="list-style-type: none"> <li>o Recognize and produce rhyming words</li> <li>o Determine which part of the word is important for rhyming.</li> <li>o Count, pronounce, blend, and segment syllables in spoken words.</li> <li>o Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>o Isolate and pronounce the initial, medial vowel, and final sound (phoneme) in three-phoneme (CVC)</li> </ul>	<b>CC1.1.1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> <li>o Identify, isolate, categorize, and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>o Add or substitute</li> </ul>	<b>CC1.1.2.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o -Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<b>CC1.1.3.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<b>CC1.1.4.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<b>CC1.1.5.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>

<p>words.</p> <p><b>CC1.1.K.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>○ Associate the long and short sounds with common spellings for the five major vowels.</li> <li>○ Read grade-level high-frequency sight words with automaticity.</li> <li>○ Distinguish between similarly spelled words by identifying the sound of the letters that differ.</li> <li>○ Write phonetically</li> <li>○ Decode and encode simple VC and CVC</li> </ul>	<p>individual sounds (phonemes) in one-syllable words to make new words.</p> <p><b>CC1.1.1.D</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>○ Identify upper and lower case letters with fluency</li> <li>○ Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>○ Identify common consonant digraphs, blends, final-e, and common vowel teams.</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, with the following syllable types: closed (VC, CVC) and Long Vowel – silent e (CVCe)</li> <li>○ Decode/encode one- and two-syllable words with common vowel pairs (ee, ai, oa, ea ay, ow, ie ,ue)</li> <li>○ Read grade-level words w/inflectional endings.</li> <li>○ Read grade-appropriate irregularly spelled words.</li> <li>○ Read grade level Sight Words with automaticity</li> <li>○ Decode rhyming words</li> <li>○ Decode and encode words with two-letter consonant blends</li> <li>○ Decode and encode words with digraphs</li> <li>○ Decode and encode word</li> </ul>	<p><b>CC1.1.2.D</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ Decode R controlled vowels</li> <li>○ Decode three-consonant blends</li> <li>○ Decode consonant digraphs</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le</li> </ul>	<p><b>CC1.1.3.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>● Word families</li> <li>● CVC and CVCe patterns</li> <li>● Consonant blends and digraphs</li> <li>● Vowel diphthongs, digraphs</li> <li>● R-controlled vowels</li> <li>● Silent letters</li> <li>○ Identify/know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, -ful, -less, -ble, -ly, -or, -ness, -ment)</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</li> </ul>	<p><b>CC1.1.4.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllable words.</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</li> </ul>	<p><b>CC1.1.5.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllable words.</li> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to encode familiar words and unfamiliar multi-syllable words.</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</li> </ul>
--	---	---	--	--	--

	family words				
<b>Standard 1: Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>No CC Code (Link to CC.1.1.K.D)</b> Print all upper and lower case letters (Manuscript)</p>	<p><b>No CC Code</b> Print all upper and lower case letters (Manuscript)</p> <ul style="list-style-type: none"> <li>o Print utilizing the basic conventions of manuscript as presented in the McGraw-Hill Reading Wonders Series (2014). Print all upper and lower case letters with proper form, size, and slant.</li> <li>• Use proper spaces between words.</li> </ul>	<p><b>CC1.1.2.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>o Decode multi-syllable words with long and short vowels and words with common prefixes and suffixes. (re, un, dis, mis, ful, less, ly, er/or)</li> <li>o Read grade-level Sight Word and words with inconsistent but common spelling-sound correspondences.</li> <li>o Read compound words</li> <li>o Read and encode contractions</li> <li>o Read and encode plurals and possessives</li> <li>o Read grade appropriate irregularly spelled words.</li> </ul>	<p><b>CC1.1.3.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>o Decode words with common Greek and Latin roots and suffixes: (<i>cycle, dent, grad, man, meter, phon, scop, script, tract, volv</i>)</li> <li>o Use understanding of the root meanings to comprehend new words.</li> <li>o Decode multi-syllable words.</li> <li>o Recognize grade appropriate phonemic and morphemic spelling patterns (e.g. eigh- weight, eight, port, portable, support)</li> <li>o Use “change y to i rule” (-er, -est)</li> <li>o Decode/encode plurals, possessives, contractions and compound words</li> <li>o Use correct plural forms of words</li> <li>o Decode/encode regularly and irregularly spelled grade appropriate words</li> </ul>	<p><b>CC1.1.4.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, ful, less, ble, ly, or, ness, ment)</li> <li>o Decode words with common Latin and Greek roots and suffixes: (<i>cent, duc, fac, graph, mono, rupt, sec, sign, therm, vid, and others listed in McGraw-Hill Wonders series</i>)</li> <li>o Use understanding of the root meanings to comprehend new words.</li> <li>o Define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues.</li> </ul>	<p><b>CC1.1.5.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>o Identify and know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, inter, extra, post, supern, sub, ful, less, ble, ly, or, ness, ment, er, ship, tion, en).</li> <li>o Decode common Latin and Greek roots and suffixes: (<i>ast, bio, cred, flex, hyper, ped, pod, phil, photo, port, tact</i>)</li> <li>o Use understanding of the root meanings to comprehend new words.</li> <li>o Define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues</li> </ul>

<p><b>CC1.1.K.E</b> Read emergent-reader text with purpose and understanding</p>	<p><b>CC1.1.1.1.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text with purpose and understanding.</li> <li>○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary</li> </ul>	<p><b>CC1.1.2.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text with purpose and understanding.</li> <li>○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary.</li> </ul>	<p><b>CC1.1.3.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text with purpose and understanding.</li> <li>○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary</li> </ul>	<p><b>CC1.1.4.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text (silently and orally) with accuracy, appropriate rate, and expression on successive readings. with purpose and understanding.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary.</li> </ul>	<p><b>CC1.1.5.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text (silently and orally) with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary.</li> </ul>
<p>Standard 2: <b>Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on</p>					

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.2.K.A</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ identify main idea</li> <li>○ retell key details of text</li> </ul> <p><b>CC.1.2.K.B</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ Answer questions about key details of text/illustrations</li> </ul> <p><b>CC1.2.K.C</b> With prompting and support: Make a connection between individual events, ideas, or pieces of information in a text Make connections between information in a text and personal experience</p>	<p><b>CC.1.2.1.A</b> Identify the main idea and retell main ideas of text.</p> <p><b>CC.1.2.1.B</b> Ask and answer questions about key details in text.</p> <p><b>CC1.2.1.C</b> Describe the connection between two individuals, events, ideas, or pieces of information in text.</p>	<p><b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text, as well as the focus of specific paragraphs within the text. Identify essential and nonessential information.</p> <p><b>CC1.2.2.B</b> Ask and answer questions to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <li>○ Who?</li> <li>○ What?</li> <li>○ When?</li> <li>○ Where?</li> <li>○ Why?</li> <li>○ How?</li> </ul> <p><b>CC1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>	<p><b>CC.1.2.3.A</b> Determine the main idea of a text, recount the key details, and explain how they support the main idea. Distinguish between essential and nonessential information.</p> <p><b>CC1.2.3.B</b> Ask and answer questions about text and make inferences from the text. Refer to text to support inferences about responses.</p> <p><b>CC1.2.3.C</b> Explain how a series of historical events, scientific concepts, or steps in a technical procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>CC1.2.3.D</b> Explain the point of view from</p>	<p><b>CC.1.2.4.A</b> Determine the main idea of a text, explain how it is supported by key details, and summarize the text. Distinguish between essential and nonessential information.</p> <p><b>CC1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>CC1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>○ Historical text</li> <li>○ Scientific text</li> <li>○ Technical text</li> </ul> <p><b>CC1.2.4.D</b></p>	<p><b>CC.1.2.5.A</b> Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p><b>CC1.2.5.B</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences and/or generalizations.</p> <p><b>CC1.2.5.C</b> Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <ul style="list-style-type: none"> <li>○ Historical text</li> <li>○ Scientific text</li> <li>○ Technical text</li> </ul> <p><b>CC1.2.5.D</b> Analyze multiple accounts of the same event or topic, noting</p>

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

Intentionally Blank	Intentionally Blank	Intentionally Blank	which a text is written.	<p>Compare and contrast an event or topic told from two different points of view.</p> <ul style="list-style-type: none"> <li>○ First hand vs. Second hand accounts (difference in focus and information provided)</li> </ul>	important similarities and differences in the point of view they represent.
<p><b>Standard 2: Reading Informational Text</b>                  Students read, understand, and respond to informational text – with an emphasis on</p>					

comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC1.2.K.E</b> Identify parts of a book:</p> <ul style="list-style-type: none"> <li>● Front and back cover</li> <li>○ Title, author, title page, illustrator</li> <li>○ Beginning, end, details</li> </ul> <p><b>CC1.2.K.F</b> With prompting and support: Ask and answer questions about unknown words in a text.</p>	<p><b>CC1.2.1.E</b> Use various text features and search tools to locate key facts or information in text.</p> <p><b>CC1.2.1.F</b> Ask and answer questions to help determine and clarify the meaning of words and phrases in a text.</p>	<p><b>CC1.2.2.E</b> Use various text features and search tools to locate key facts or information in text efficiently.</p> <p><b>CC1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p>	<p><b>CC1.2.3.E</b> Use various text features and search tools to locate facts and interpret information. (e.g. headings, charts, key words, sidebars, hyperlinks)</p> <p><b>CC1.2.3.F</b> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p> <ul style="list-style-type: none"> <li>○ Distinguishing literal from non-literal</li> <li>○ Shades of meaning (nuances) among related words</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion)</li> <li>○ Use context as a clue to the meaning of a word or</li> </ul>	<p><b>CC1.2.4.E</b> Use text structure to interpret information.</p> <ul style="list-style-type: none"> <li>○ Chronology</li> <li>○ Comparison</li> <li>○ Cause/effect</li> <li>○ Problem/solution</li> </ul> <p>Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p><b>CC1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade-level text including figurative language.</p> <ul style="list-style-type: none"> <li>○ Distinguishing literal from non-literal</li> <li>○ Shades of meaning (nuances) among related words</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion)</li> <li>○ Use context as a clue to the meaning of a word or phrase</li> </ul>	<p><b>CC1.2.5.E</b> Use text structure in and among text to interpret information.</p> <ul style="list-style-type: none"> <li>○ Chronology</li> <li>○ Comparison</li> <li>○ Cause/effect</li> <li>○ Problem/solution</li> </ul> <p>Compare and contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts.</p> <p><b>CC1.2.5.F</b> Determine meaning of words and phrases as used in grade-level text including interpretation of figurative language.</p> <ul style="list-style-type: none"> <li>○ Distinguishing literal from non-literal</li> <li>○ Shades of meaning (nuances) among related words</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion)</li> <li>○ Use context as a clue to the meaning of a word or phrase</li> </ul>



<p><b>CC1.2.K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.</p>	<p><b>CC1.2.1.G</b> Use the ideas and illustrations in a text to describe its key ideas. Describe how text features help readers find information.</p>	<p><b>CC1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.</p>	<p>phrase</p> <p><b>CC1.2.3.G</b> Use information gained from text features to demonstrate understanding of a text. (e.g. illustrations, photos, maps, and words)</p>	<p><b>CC1.2.4.G</b> Interpret various presentations of information within a text/digital source and explain how the information contributes to an understanding of the text.</p>	<p><b>CC1.2.5.G</b> Draw on information from multiple print/digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
--	--	---	---	--	---

<p><b>Standard 2: Reading Informational Text</b> Students read, understand, and respond to informational text –</p>					
---	--	--	--	--	--

with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.2.K.H</b> With prompting and support: Identify the reasons an author gives to support points in a text</p> <p><b>CC.1.2.K.I</b> With prompting and support:  <ul style="list-style-type: none"> <li>○ Identify basic similarities and differences between two texts (read or read aloud) on the same topic.</li> </ul> </p> <p><b>CC.1.2.K.J</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p><b>CC.1.2.1.H</b> Identify the reasons an author gives to support points in a text.</p> <p><b>CC.1.2.1.I</b> Identify basic similarities in and differences between two texts on the same topic.</p> <p><b>CC.1.2.1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p><b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>CC.1.2.2.I</b> Compare/contrast the most important points presented by two texts on the same topic</p> <p><b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p><b>CC.1.2.3.H</b> Describe how an author connects sentences and paragraphs in a text to support particular points. (e.g. comparison, cause/effect)</p> <p><b>CC.1.2.3.I</b> Compare/contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>CC.1.2.3.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  <ul style="list-style-type: none"> <li>○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.</li> </ul> </p>	<p><b>CC.1.2.4.H</b> Explain how an author uses reasons and evidence to support particular points in a text. Identify exaggeration (bias) where present in text.</p> <p><b>CC.1.2.4.I</b> Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p><b>CC.1.2.4.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.  <ul style="list-style-type: none"> <li>○ Use common, grade-appropriate Greek and Latin affixes and roots as</li> </ul> </p>	<p><b>CC.1.2.5.H</b> Explain how an author supports particular points in a text through reasons and evidence. Identifying which reasons and evidence supports which points. Identify exaggeration (bias) where present in text.</p> <p><b>CC.1.2.5.I</b> Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p><b>CC.1.2.5.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  <ul style="list-style-type: none"> <li>● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.</li> </ul> </p>

<p><b>CC.1.2.1K.K</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content</p>	<p><b>CC.1.2.1.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content.</p>	<p><b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.</p>	<p>graph) <b>CC.1.2.3.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>clues to the meaning of a word (e.g. graph) <b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>graph) <b>CC.1.2.5.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
<p><b>Standard 2: Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and</p>					

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>between texts, with a focus on textual evidence.</p> <p><b>CC.1.2.K.L</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>No CC Code (linked to CC.1.2.K.B)</b></p> <p>Use illustrations and portions of a story to infer and predict what happens next.</p> <p><b>No CC Code (linked to CC.1.2.K.F)</b></p> <p>Identify facts in a text.</p> <p><b>No CC Code (linked to CC.1.2.K.G)</b></p> <p>Locate information using visual representations and key words.  <ul style="list-style-type: none"> <li>○ Differentiate and select</li> </ul> </p>	<p><b>CC.1.2.1.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>No CC Code (linked to CC.1.2.1.B)</b></p> <p>Through collaboration with peers, make predictions about what will happen next in a story or process.</p> <p><b>No CC Code (linked to CC.1.2.1.F)</b></p> <p>Identify the difference between facts and opinions.</p> <p><b>No CC Code (linked to CC.1.2.1.G)</b></p> <p>Locate information using topic words and sentences.  <ul style="list-style-type: none"> <li>○ Understand the purposes of various resources.</li> </ul> </p>	<p><b>CC.1.2.2.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>No CC Code (linked to CC.1.2.2.B)</b></p> <p>Make predictions about what will happen next in a story or process and justify.</p> <p><b>No CC Code (linked to CC.1.2.2.F)</b></p> <p>Identify and distinguish between fact and opinion in a text.</p> <p><b>No CC Code (linked to CC.1.2.2.G)</b></p> <p>Locate information using appropriate sources and strategies.  <ul style="list-style-type: none"> <li>○ Use text features to</li> </ul> </p>	<p><b>CC.1.2.3.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.2.3.B)</b></p> <p>Make predictions and draw conclusions about what will happen next in a story or process and justify.</p> <p><b>No CC Code (linked to CC.1.2.3.D)</b></p> <p>Identify and distinguish between fact and opinion in a text.</p> <p><b>No CC Code (linked to CC.1.2.3.G)</b></p> <p>Locate information using appropriate sources and strategies.</p>	<p><b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.2.4.B)</b></p> <p>Make predictions and inferences to draw conclusions about what will happen next in a story or process and justify.</p> <p><b>No CC Code (linked to CC.1.2.4.D)</b></p> <p>Identify and/or interpret statements of fact and opinion in text.</p> <p><b>No CC Code (linked to CC.1.2.4.G)</b></p> <p>Locate information using appropriate sources and strategies.  <ul style="list-style-type: none"> <li>○ Use a variety of print and</li> </ul> </p>	<p><b>CC.1.2.5.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.2.5.B)</b></p> <p>Use predictions and inferences about what will happen next in a story or process to generalize results and justify.</p> <p><b>No CC Code (linked to CC.1.2.5.D)</b></p> <p>Identify, interpret and justify statements of fact and opinion in text.</p> <p><b>No CC Code (linked to CC.1.2.5.G)</b></p> <p>Locate information using appropriate sources and strategies.</p>

<p>between various sources of information.</p> <ul style="list-style-type: none"> <li>○ Use picture clues and key words to locate information.</li> <li>○ Use word walls, text and electronic media to find information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Select sources for gathering information.</li> <li>○ Use picture clues, key words, and headings to locate information.</li> <li>○ Search word walls, lists, text and electronic media to find information.</li> </ul>	<p>obtain information.</p> <ul style="list-style-type: none"> <li>○ Differentiate between the purposes of various resources.</li> <li>○ Use print and multi-media sources appropriate for research and evaluate the quality of media forms.</li> </ul>	<ul style="list-style-type: none"> <li>○ Locate resources for a particular task.</li> <li>○ Use print and multi-media sources appropriate for research and evaluate the quality of media forms.</li> <li>○ Use information gained from 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).</li> </ul>	<p>electronic sources to obtain information and evaluate the quality of media forms.</p> <ul style="list-style-type: none"> <li>○ Use text features (e.g. headings, graphics, charts, time lines, diagrams) across texts to pinpoint and determine meaning of essential information.</li> <li>○ Distinguish between essential and nonessential information for research purposes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Cite two or more sources from a variety of print and electronic sources to obtain information.</li> <li>○ Use text features (e.g. headings, graphics, charts, time lines, diagrams) across texts to pinpoint and determine meaning of essential information.</li> <li>○ Evaluate the usefulness and credibility of sources.</li> <li>○ Use established criteria to design and create a media project (small group and/or individual project).</li> </ul>
---	--	--	--	--	---

<p><b>Standard 2: Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.</p>					
--	--	--	--	--	--

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>No CC Code (linked to CC.1.4.K.V)</b></p> <p>Identify important concepts related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes by sequencing pictures.</li> <li>○ Orally summarize main ideas and details.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.1.V)</b></p> <p>Gather information related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes using key words and pictures from structured information.</li> <li>○ Summarize main ideas, orally or in writing, from key facts and concepts.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.2.V)</b></p> <p>Gather and organize information related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes using graphic organizers.</li> <li>○ Summarize main ideas in writing from key facts and concepts.</li> <li>○ Present information orally.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.3.V)</b></p> <p>Gather, organize, and present information related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes using graphic organizers.</li> <li>○ Summarize main ideas in writing from key facts and concepts.</li> <li>○ Present information in written format.</li> <li>○ Present information orally.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.4.V)</b></p> <p>Research, organize, and present information from at least two sources.</p> <ul style="list-style-type: none"> <li>○ Take notes, paraphrasing information using a structured format (note cards, outline, graphic organizer)</li> <li>○ Cite the author, title of source.</li> <li>○ Summarize and articulate information gleaned from research.</li> <li>○ Present information in written and/or digital and oral formats.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.5.V)</b></p> <p>Research, organize, and present information from multiple sources.</p> <ul style="list-style-type: none"> <li>○ Take notes, paraphrasing information using a structures format (note cards, outline, graphic organizer)</li> <li>○ Create a bibliography of sources.</li> <li>○ Summarize and articulate information gleaned from research.</li> <li>○ Present information in written and/or digital and oral formats.</li> </ul>

<p><b>Standard 3: Reading Literature</b></p> <p>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

<p><b>CC.1.3.K.A</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ Retell familiar stories, including key details</li> </ul>	<p><b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral. Discuss sequence of events, cause/effect, problem/solution.</p>	<p><b>CC.1.3.3.A</b> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. Determine sequence of events, cause/effect, problem/solution.</p> <ul style="list-style-type: none"> <li>● Poems</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Dramas</li> </ul>	<p><b>CC.1.3.4.A</b> Determine plot and theme of a text from details in the text; summarize the text. Explain sequence of events, cause/effect, problem/solution.</p> <ul style="list-style-type: none"> <li>● Poems</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Dramas</li> </ul>	<p><b>CC.1.3.5.A</b> Determine plot (including conflict, rising action, climax, resolution) and theme of a text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <ul style="list-style-type: none"> <li>● Poems</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Dramas</li> </ul>
<p><b>CC.1.3.K.B</b> Answer questions about key details in a text.</p>	<p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text.</p>	<p><b>CC.1.3.2.B</b> Ask and answer questions to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <li>○ Who?</li> <li>○ What?</li> <li>○ Where?</li> <li>○ When?</li> <li>○ Why?</li> <li>○ How?</li> </ul>	<p><b>CC.1.3.3.B</b> Ask and answer questions about the text and make inferences from text, referring to text to support responses.</p>	<p><b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences.</p>	<p><b>CC.1.3.5.B</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences, and generalizations. Identify, interpret, and describe point of view.</p> <ul style="list-style-type: none"> <li>○ Describe how narrator or speaker’s point of view influences how events are described</li> <li>○ Describe an author’s purpose and explain how it is conveyed in text.</li> </ul>
<p><b>CC.1.3.K.C</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ Identify character</li> <li>○ Identify setting</li> <li>○ Identify major events in a</li> </ul>	<p><b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.(e.g. character traits, motivations, feelings)</p>	<p><b>CC.1.3.3.C</b> Describe characters in a story and explain how their actions contribute to the sequence of events. (e.g. character traits, motivations, feelings)</p>	<p><b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p><b>CC.1.3.5.C</b> Compare/contrast two or more characters, settings, or events in a story or drama, draw on specific details in the text.</p>

story					
<p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.3.K.F</b> Ask and answer questions about unknown words in a text.</p> <p><b>CC.1.3.K.G</b> Make connections between illustrations and the text in a story, read or read aloud.</p>	<p><b>CC.1.3.1.D</b> Identify who is telling the story at various points in a text</p> <p><b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CC.1.3.1.G</b> Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>No CC Code (linked to</b></p>	<p><b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p><b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p><b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<p><b>CC.1.3.3.D</b> Explain the point of view of the author. (including difference between first and third person narrations)</p> <p><b>CC.1.3.3.E</b> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p><b>CC.1.3.3.F</b> Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non literal meaning as well as shades of meaning among related words. (antonyms and synonyms)</p> <p><b>CC.1.3.3.G</b> 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).</p> <p><b>No CC Code (linked to CC.1.3.3.B)</b></p>	<p><b>CC.1.3.4.D</b> Compare/contrast an event or topic told from two different points of view. (including difference between first and third person narrations)</p> <p><b>CC.1.3.4.E</b> Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p><b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms)</p> <p><b>CC.1.3.4.G</b> Make connections between the text or a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>CC.1.3.5.D</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>CC.1.3.5.E</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>CC.1.3.5.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms)</p> <p><b>CC.1.3.5.G</b> 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).</p>



<p><b>No CC Code (linked to CC.1.3.K.B)</b></p> <p>With prompting and support use illustrations and text to make logical predictions.</p>	<p><b>CC.1.3.1.B)</b></p> <p>Use illustrations and text to make logical predictions.</p>	<p><b>No CC Code (linked to CC.1.3.2.B)</b></p> <p>Make predictions about what will happen next in a story and justify.</p>	<p>Make predictions and draw conclusions about what will happen next in a story and justify.</p>	<p><b>No CC Code (linked to CC.1.3.4.B)</b></p> <p>Make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>	<p><b>No CC Code (linked to CC.1.3.5.B)</b></p> <p>Make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>
---	--	---	--	--	--

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.3.K.H</b> Compare/contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content.</p>	<p><b>CC.1.3.1.H</b> Compare/contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.1.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content.</p>	<p><b>CC.1.3.2.H</b> Compare/contrast two or more versions of the same story by different authors or from different cultures.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new word formed when a known affix is added to a known word</li> </ul>	<p><b>CC.1.3.3.H</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p><b>CC.1.3.3.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new word formed when a known affix is added to a known word</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul>	<p><b>CC.1.3.4.H</b> Compare and contrast similar themes, topics, (e.g. good vs. evil) and patterns of events in literature (stories, myths), including texts from different cultures.</p> <p><b>CC.1.3.4.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new word formed when a known affix is added to a known word</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with</li> </ul>	<p><b>CC.1.3.5.H</b> Compare/contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p><b>CC.1.3.5.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new work formed when a known affix is added to a known word</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with</li> </ul>

<p><b>CC.1.3.K.J</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p><b>CC.1.3.1.J</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p><b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p><b>CC.1.3.3.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>the same root</p> <p><b>CC.1.3.4.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>the same root</p> <p><b>CC.1.3.5.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
---	--	---	---	--	---

<p><b>CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p>No CC Code (linked to CC.1.3.K.E)</p> <p>Identify dialogue in simple text being read.</p> <p>No CC Code (linked to CC.1.3.K.F)</p> <p>Identify literary devices in</p>	<p><b>CC.1.3.1.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p>No CC Code (linked to CC.1.3.1.E)</p> <p>Differentiate between dialogue and actions in plays and stories.</p> <p>No CC Code (linked to CC.1.3.1.F)</p> <p>Identify literary devices in rhyme, rhythm, repetition, and patterns.</p>	<p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p>No CC Code (linked to CC.1.3.2.E)</p> <p>Identify the structures in drama:</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> </ul> <p>No CC Code (linked to CC.1.3.2.F)</p> <p>Identify literary devices:</p> <ul style="list-style-type: none"> <li>o Similes</li> <li>o Rhyme</li> </ul>	<p><b>CC.1.3.3.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p>No CC Code (linked to CC.1.3.3.E)</p> <p>Identify the structures in drama:</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> <li>o Acts</li> <li>o Scenes</li> </ul> <p>No CC Code (linked to CC.1.3.3.F)</p> <p>Identify literary devices in stories.</p> <ul style="list-style-type: none"> <li>o Rhyme</li> </ul>	<p><b>CC.1.3.4.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>No CC Code (linked to CC.1.3.4.E)</p> <p>Analyze drama as information source, entertainment, persuasion, or transmitter of culture. Identify the structures in drama</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> <li>o Acts</li> <li>o Scenes</li> </ul> <p>No CC Code (linked to CC.1.3.4.F)</p> <p>Demonstrate understanding of literary devices and how authors</p>	<p><b>CC.1.3.5.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p>No CC Code (linked to CC.1.3.5.E)</p> <p>Analyze drama as information source, entertainment, persuasion, or transmitter of culture.</p> <p>No CC Code (linked to CC.1.3.5.F)</p> <p>Demonstrate understanding of literary devices and how authors</p>
--	---	--	--	---	---

<p>rhyme, rhythm, repetition, and patterns.</p> <p><b>No CC Code (linked to CC.1.3.K.A)</b></p> <p>Identify and complete predictable language patterns (e.g., pattern books, predictable books, nursery rhymes)</p>	<p><b>No CC Code (linked to CC.1.3.1.A)</b></p> <p>Identify and complete predictable language patterns and begin to recognize structure in poetry.</p>	<ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Onomatopoeia</li> <li>○ Personification</li> </ul> <p><b>No CC Code (linked to CC.1.3.2.A)</b></p> <p>Identify text structure</p> <ul style="list-style-type: none"> <li>○ Pattern books</li> <li>○ Predictable books</li> <li>○ Poetry</li> </ul>	<ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Shades of meaning among related words</li> <li>○ Non-literal phrases</li> </ul> <p><b>No CC Code (linked to CC.1.3.3.A)</b></p> <p>Identify the structures in poetry</p>	<p>use them to give meaning in literature.</p> <ul style="list-style-type: none"> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Shades of meanings among related words</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Adages</li> <li>○ Idioms</li> <li>○ Proverbs</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Non-literal phrases</li> <li>○ Homographs (Multi-meaning words)</li> </ul> <p><b>No CC Code (linked to CC.1.3.4.A)</b></p> <p>Demonstrate understanding of reading and interpreting poetry.</p>	<p>use them to give meaning in literature.</p> <ul style="list-style-type: none"> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Shades of meanings among related words</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Adages</li> <li>○ Idioms</li> <li>○ Proverbs</li> <li>○ Hyperbole</li> <li>○ Personification</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Non-literal phrases</li> <li>○ Homographs (Multi-meaning words)</li> </ul> <p><b>No CC Code (linked to CC.1.3.5.A)</b></p> <p>Demonstrate understanding of reading, analyzing, and interpreting poetry.</p> <ul style="list-style-type: none"> <li>● Identify meter in poems</li> </ul>
---	--	---	--	---	---

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b>                  Students write for different purposes and audiences.                  Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
<p><b>Kindergarten</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>	<p><b>Grade 3</b></p>	<p><b>Grade 4</b></p>	<p><b>Grade 5</b></p>
<p><u>Informative/Explanatory Style</u>  <b>CC.1.4.K.A</b>                  Use a combination of drawing, dictating, and writing to compose informative /explanatory texts. (<i>e.g., lists, letters, descriptions, collections of facts</i>)  <b>CC.1.4.K.B</b>  <ul style="list-style-type: none"> <li>○ Use a combination of drawing, dictating, and writing to focus on one specific topic.</li> </ul> <b>CC.1.4.K.C</b>  <ul style="list-style-type: none"> <li>○ With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</li> </ul> <b>CC.1.4.K.D</b>  <ul style="list-style-type: none"> <li>○ Make logical connections between drawing and dictation/writing.</li> <li>○ Organize words into a complete thought</li> <li>○ Arrange words in a</li> </ul> </p>	<p><u>Informative/Explanatory Style</u>  <b>CC.1.4.1.A</b>                  Write informative /explanatory texts to examine a topic and convey ideas and information. (<i>e.g., lists, letters, descriptions, reports, instructions</i>)  <b>CC.1.4.1.B</b>  <ul style="list-style-type: none"> <li>○ Identify and write about one specific topic.</li> </ul> <b>CC.1.4.1.C</b>  <ul style="list-style-type: none"> <li>○ Develop a topic with two or more facts.</li> </ul> <b>CC.1.4.1.D</b>  <ul style="list-style-type: none"> <li>○ Group information and provide some sense of closure; use paragraph form.</li> <li>○ Organize words into a complete thought</li> <li>○ Arrange words in a</li> </ul> </p>	<p><u>Informative/Explanatory Style</u>  <b>CC.1.4.2.A</b>                  Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (<i>letter, instructions /directions, descriptions</i>)  <b>CC.1.4.2.B</b>  <ul style="list-style-type: none"> <li>○ Identify and introduce the topic.</li> </ul> <b>CC.1.4.2.C</b>  <ul style="list-style-type: none"> <li>○ Develop the topic with more than two facts and/or definitions.</li> </ul> <b>CC.1.4.2.D</b>  <ul style="list-style-type: none"> <li>○ Group information and provide a concluding statement or section.</li> <li>○ Organize words into a complete thought</li> <li>○ Arrange words in a logical sentence</li> </ul> </p>	<p><u>Informative/Explanatory Style</u>  <b>CC.1.4.3.A</b>                  Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (<i>letter, reports, descriptions, instructions</i>)  <b>CC.1.4.3.B</b>  <ul style="list-style-type: none"> <li>○ Identify and introduce the topic.</li> </ul> <b>CC.1.4.3.C</b>  <ul style="list-style-type: none"> <li>○ Develop the topic with facts, definitions, details, and illustrations, as appropriate.</li> </ul> <b>CC.1.4.3.D</b>  <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes information grouped and connected logically with linking words such as <i>also, another, and, more, but</i>. Include a concluding</li> </ul> </p>	<p><u>Informative/Explanatory Style</u>  <b>CC.1.4.4.A</b>                  Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (<i>instructions, how to piece, biography, letter, report</i>)  <b>CC.1.4.4.B</b>  <ul style="list-style-type: none"> <li>○ Identify and introduce the topic clearly.</li> </ul> <b>CC.1.4.4.C</b>  <ul style="list-style-type: none"> <li>○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples, related to the topic; include illustrations and multimedia when useful to aiding comprehension.</li> </ul> <b>CC.1.4.4.D</b>  <ul style="list-style-type: none"> <li>○ Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases (<i>e.g. for instance, in order to, in addition</i>); provide a concluding statement or section; include</li> </ul> </p>	<p><u>Informative/Explanatory Style</u>  <b>CC.1.4.5.A</b>                  Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (<i>essay, descriptions, report, instructions</i>)  <b>CC.1.4.5.B</b>  <ul style="list-style-type: none"> <li>○ Identify and introduce the topic clearly.</li> </ul> <b>CC.1.4.5.C</b>  <ul style="list-style-type: none"> <li>○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples, related to topic; include illustrations and multimedia when useful to aiding comprehension.</li> </ul> <b>CC.1.4.5.D</b>  <ul style="list-style-type: none"> <li>○ Group related information logically linking ideas within and across categories of information using words, phrases, and clauses (<i>e.g. in contrast, especially</i>); provide concluding statement or</li> </ul> </p>

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

<p>logical sentence structure</p> <p><b>CC.1.4.K.E</b></p> <ul style="list-style-type: none"> <li>With prompting and support, illustrate using details and dictate/write using descriptive words.</li> </ul>	<p>logical sentence structure</p> <p><b>CC.1.4.1.E</b></p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> </ul>	<p>structure</p> <p><b>CC.1.4.2.E</b></p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect</li> </ul>	<p>statement or section.</p> <p><b>CC.1.4.3.E</b></p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> </ul>	<p>formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>Specify cause and effect.</li> <li>Develop a problem and solution (when appropriate to the topic)</li> </ul> <p><b>CC.1.4.4.E</b></p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain topic.</li> </ul>	<p>section; include formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>Specify cause and effect.</li> <li>Develop a problem and solution (when approp. to topic)</li> </ul> <p><b>CC.1.4.5.E</b></p> <p>Write with awareness of style.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about/ explain topic.</li> <li>Use sentences of varying length.</li> </ul>
--	---	---	--	---	--

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b></p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
<p>Kindergarten</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.K.G</b></p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p>	<p>Grade 1</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.1.G</b></p> <p>Write opinion pieces on familiar topics.</p>	<p>Grade 2</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.2.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p>	<p>Grade 3</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.3.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p>	<p>Grade 4</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.4.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> <li>Write both persuasive and argumentative pieces.</li> </ul> <p><b>CC.1.4.4.H</b></p>	<p>Grade 5</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.5.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> <li>Write both persuasive and argumentative pieces.</li> </ul> <p><b>CC.1.4.5.H</b></p>

<p><b>CC.1.4.K.H</b></p> <ul style="list-style-type: none"> <li>○ Form an opinion by choosing between two given topics.</li> </ul> <p><b>CC.1.4.K.I</b></p> <ul style="list-style-type: none"> <li>○ Support the opinion with reasons.</li> </ul> <p><b>CC.1.4.K.J</b></p> <ul style="list-style-type: none"> <li>○ Make logical connections between drawing and writing.</li> </ul> <p><b>CC.1.4.K.K</b> Intentionally Blank</p>	<p><b>CC.1.4.1.H</b></p> <ul style="list-style-type: none"> <li>○ Form an opinion by choosing among given topics.</li> </ul> <p><b>CC.1.4.1.I</b></p> <ul style="list-style-type: none"> <li>○ Support the opinion with reasons related to the opinion.</li> </ul> <p><b>CC.1.4.1.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes reasons and provides some sense of closure.</li> </ul> <p><b>CC.1.4.1.K</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of words and phrases.</li> </ul>	<p><b>CC.1.4.2.H</b></p> <ul style="list-style-type: none"> <li>○ Identify the topic and state an opinion.</li> </ul> <p><b>CC.1.4.2.I</b></p> <ul style="list-style-type: none"> <li>○ Support the opinion with reasons that include details connected to the opinion.</li> </ul> <p><b>CC.1.4.2.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes reasons and includes a concluding statement.</li> </ul> <p><b>CC.1.4.2.K</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of words and phrases to appeal to the audience.</li> </ul>	<p><b>CC.1.4.3.H</b></p> <ul style="list-style-type: none"> <li>○ Introduce the topic and state an opinion on the topic.</li> </ul> <p><b>CC.1.4.3.I</b></p> <ul style="list-style-type: none"> <li>○ Support an opinion with reasons.</li> </ul> <p><b>CC.1.4.3.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes reasons linked in a logical order with words or phrases to connect opinions and reasons (e.g. because, therefore, since, for example). Include a concluding statement or section.</li> </ul> <p><b>CC.1.4.3.K</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of words and sentence types to appeal to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce the topic and state an opinion on the topic.</li> </ul> <p><b>CC.1.4.4.I</b></p> <ul style="list-style-type: none"> <li>○ Provide reasons that are supported by facts and details.</li> </ul> <p><b>CC.1.4.4.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.</li> </ul> <p><b>CC.1.4.4.K</b></p> <ul style="list-style-type: none"> <li>○ Choose words and phrases to convey ideas precisely.</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce the topic and state an opinion it.</li> </ul> <p><b>CC.1.4.5.I</b></p> <ul style="list-style-type: none"> <li>○ Provide reasons that are supported by facts and details; draw from credible sources.</li> </ul> <p><b>CC.1.4.5.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically); provide a concluding statement or section related to the opinion.</li> <li>○ Establish and maintain a formal style.</li> </ul> <p><b>CC.1.4.5.K</b></p> <ul style="list-style-type: none"> <li>○ Write with an awareness of style</li> <li>○ Use sentences of varying length</li> <li>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>
---	---	--	---	--	---

<p>Standard 4 – Writing (Informational, Argumentative, Narrative) Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined</p>					
---	--	--	--	--	--

perspective and appropriate content.	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p><b><u>Narrative Style</u></b>  <b>CC.1.4.K.M</b>                      Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p><b>CC.1.4.K.N</b></p> <ul style="list-style-type: none"> <li>○ Establish who and what the narrative will be about.</li> </ul> <p><b>CC.1.4.K.O</b></p> <ul style="list-style-type: none"> <li>○ Describe experiences and events. Include people, places, things.</li> </ul> <p><b>CC.1.4.K.P</b></p> <ul style="list-style-type: none"> <li>○ Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Include character, setting, main idea.</li> </ul> <p><b>CC.1.4.K.Q</b></p>	<p><b><u>Narrative Style</u></b>  <b>CC.1.4.1.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N</b></p> <ul style="list-style-type: none"> <li>○ Establish who and what the narrative will be about.</li> </ul> <p><b>CC.1.4.1.O</b></p> <ul style="list-style-type: none"> <li>○ Include thoughts and feelings to describe experiences and events.</li> </ul> <p><b>CC.1.4.1.P</b></p> <ul style="list-style-type: none"> <li>○ Recount two or more appropriately sequenced events using descriptions, temporal words, and story elements to signal event order and provide some sense of closure.</li> </ul> <p><b>CC.1.4.1.Q</b></p>	<p><b><u>Narrative Style</u></b>  <b>CC.1.4.2.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.2.N</b></p> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters.</li> </ul> <p><b>CC.1.4.2.O</b></p> <ul style="list-style-type: none"> <li>○ Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</li> </ul> <p><b>CC.1.4.2.P</b></p> <ul style="list-style-type: none"> <li>○ Organize a short detailed sequence of events and descriptions, using literary elements and temporal words to signal event order; provide a sense of closure.</li> </ul> <p><b>CC.1.4.2.Q</b></p>	<p><b><u>Narrative Style</u></b>  <b>CC.1.4.3.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.3.N</b></p> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters.</li> </ul> <p><b>CC.1.4.3.O</b></p> <ul style="list-style-type: none"> <li>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> </ul> <p><b>CC.1.4.3.P</b></p> <ul style="list-style-type: none"> <li>○ Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</li> </ul> <p><b>CC.1.4.3.Q</b></p> <ul style="list-style-type: none"> <li>○ Choose words and phrases</li> </ul>	<p><b><u>Narrative Style</u></b>  <b>CC.1.4.4.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.4.N</b></p> <ul style="list-style-type: none"> <li>○ Orient the reader by establishing a situation /conflict and introducing a narrator and/or characters.</li> </ul> <p><b>CC.1.4.4.O</b></p> <ul style="list-style-type: none"> <li>○ Use dialogue and descriptions to develop experiences or show the responses of characters to situations; use phrases, concrete words, sensory details, and literary devices (simile, alliteration, personification) to convey experiences and events precisely.</li> </ul> <p><b>CC.1.4.4.P</b></p> <ul style="list-style-type: none"> <li>○ Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.</li> </ul>	<p><b><u>Narrative Style</u></b>  <b>CC.1.4.5.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.5.N</b></p> <ul style="list-style-type: none"> <li>○ Orient the reader by establishing a situation, introducing narrator and characters</li> </ul> <p><b>CC.1.4.5.O</b></p> <ul style="list-style-type: none"> <li>○ Use narrative techniques, including dialogue, to develop experiences and events or show the responses of characters to situations; use phrases, concrete words, sensory details, and literary devices (simile, metaphor, alliteration, hyperbole personification,) to convey events precisely.</li> </ul> <p><b>CC.1.4.5.P</b></p> <ul style="list-style-type: none"> <li>○ Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated and events.</li> </ul>

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

Intentionally Blank	<ul style="list-style-type: none"> <li>○ Use a variety of words and phrases.</li> <li>○ Include illustrations when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.</li> <li>○ Include illustrations when appropriate</li> <li>○ Develop audience awareness.</li> </ul>	<ul style="list-style-type: none"> <li>for effect.</li> <li>○ Include illustrations when appropriate.</li> <li>○ Develop audience awareness.</li> </ul>	<b>CC.1.4.4.Q</b> <ul style="list-style-type: none"> <li>○ Choose words and phrases to convey ideas precisely</li> </ul>	<b>CC.1.4.5.Q</b> Write with an awareness of style. <ul style="list-style-type: none"> <li>○ Use sentences of varying length.</li> <li>○ Expand, combine and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>
---------------------	---	---	---	--	---

<b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>In all types of writing:</b> <b>CC.1.4.K.F (I/E)</b> <b>CC.1.4.K.L (O/A)</b> <b>CC.1.4.K.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Capitalize the first word</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.1.F (I/E)</b> <b>CC.1.4.1.L (O/A)</b> <b>CC.1.4.1.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Capitalize dates, names</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.2.F (I/E)</b> <b>CC.1.4.2.L (O/A)</b> <b>CC.1.4.2.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Capitalize proper nouns,</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.3.F (I/E)</b> <b>CC.1.4.3.L (O/A)</b> <b>CC.1.4.3.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Use proper</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.4.F (I/E)</b> <b>CC.1.4.4.L (O/A)</b> <b>CC.1.4.4.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Use capital letters</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.5.F (I/E)</b> <b>CC.1.4.5.L (O/A)</b> <b>CC.1.4.5.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Use capital letters</li> </ul>



<p>in a sentence, names, and the pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>○ Recognize and use end punctuation.</li> <li>○ Spell simple words phonetically and spell most high frequency sight words correctly.</li> </ul>	<p>of people, the first word of a sentence, proper nouns, and the pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>○ Use end punctuation; use commas in dates and words in series.</li> <li>○ Use nouns, pronouns, verbs, adjectives, and conjunctions properly in writing.</li> <li>○ Use complete simple, declarative, interrogative, and exclamatory sentences in writing.</li> <li>○ Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> <li>○ Spell most common, frequently used words correctly.</li> </ul>	<p>sentence beginnings.</p> <ul style="list-style-type: none"> <li>○ Use end punctuation marks, commas, and apostrophes appropriately.</li> <li>○ Use nouns, pronouns, verbs, adjectives, and conjunctions properly in writing.</li> <li>○ Use complete simple, declarative, interrogative, and exclamatory sentences in writing.</li> <li>○ Spell high frequency words correctly             <ul style="list-style-type: none"> <li>○ Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul> </li> <li>○ Consult reference material as needed.</li> </ul>	<p>capitalization.</p> <ul style="list-style-type: none"> <li>○ Punctuate correctly: period, exclamation point, question mark, commas in a series and addresses, commas and quotation marks in dialogue.</li> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.</li> <li>○ Form and use regular and irregular plural nouns</li> <li>○ Use abstract nouns (e.g. childhood)</li> <li>○ Form and use regular and irregular verbs</li> <li>○ Form and use the simple verb tense</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement</li> <li>○ Form and use comparative and superlative adjectives and adverbs</li> <li>○ Use coordinating and subordinating conjunctions.</li> <li>○ Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions properly in writing.</li> <li>○ Produce the following types of sentences with the appropriate ending punctuation: simple, compound, declarative,</li> </ul>	<p>correctly.</p> <ul style="list-style-type: none"> <li>○ Use plurals correctly.</li> <li>○ Punctuate correctly: period, exclamation point, question mark, commas in a series and before a coordinating conjunction in a compound sentence, quotation marks used in dialogue, apostrophes used to show possession.</li> <li>○ Use nouns, pronouns, verbs, adjectives, adverbs, interjections, and conjunctions properly in writing.</li> <li>○ Use relative pronouns</li> <li>○ Form and use the progressive verb tenses</li> <li>○ Use modal auxiliaries to convey various conditions</li> <li>○ Order adjectives within sentences according to conventional patterns</li> <li>○ Identify and use prepositional phrases correctly             <ul style="list-style-type: none"> <li>○ Write sentences with punctuation: simple, compound, declarative, interrogative, exclamatory, imperative</li> </ul> </li> <li>○ Correctly use often-confused words (e.g. their, there, they're)</li> </ul>	<p>correctly.</p> <ul style="list-style-type: none"> <li>○ Use plurals and possessive plurals correctly.</li> <li>○ Punctuate correctly: period, exclamation point, question mark, commas in a series, quotation marks used in dialogue, apostrophes used to show possession.</li> <li>○ Use nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, and conjunctions properly in writing.</li> <li>○ Identify and use prepositional phrases correctly</li> <li>○ Form and use the perfect verb tense</li> <li>○ Use verb tense to convey various times, sequences, states, and conditions</li> <li>○ Recognize and correct inappropriate shifts in verb tense             <ul style="list-style-type: none"> <li>○ Use conventions of grammar: subject/verb agreement, fragments, run-ons, correct verb tenses</li> </ul> </li> <li>○ Write complete sentences with appropriate ending punctuation: simple, compound, complex, declarative,</li> </ul>
---	---	---	--	--	---

			interrogative, imperative, exclamatory ○ Spell high frequency words correctly.	○ Form and use comparative and superlative adjectives and adverbs ○ Ensure subject-verb and pronoun-antecedent agreement ○ Spell high frequency words correctly. ○ Use references to edit misspelled words correctly.	interrogative, exclamatory, imperative ○ Spell high frequency words correctly. ○ Use references to edit misspelled words correctly. ○ Form and use correlative, comparative and superlative adjectives and adverbs ○ Correctly use confused words (e.g. their, there, they're) ○ Ensure subject-verb and pronoun-antecedent agreement ○ Spell high frequency words correctly. ○ Use references to edit misspelled words correctly.
--	--	--	---	--	---

<b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>CC.1.4.K.T</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. ○ Revise writing or	<b>CC.1.4.1.T</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>CC.1.4.2.T</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ○ Revise writing to improve organization, detail, word	<b>CC.1.4.3.T</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. ○ Revise writing to improve organization,	<b>CC.1.4.4.T</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. ○ Revise writing to identify areas where revision	<b>CC.1.4.5.T</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

illustrations to sequence events and add detail.	<ul style="list-style-type: none"> <li>○ Revise writing to improve detail and sequential order.</li> </ul>	choice and order.	<p>detail, word choice and order.</p> <ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.</li> </ul>	<p>would improve the clarity of the text (organization, word choice, flow)</p> <ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.</li> <li>○ Use revision marks to highlight revision.</li> <li>○ Engage in peer revision.</li> </ul>	<ul style="list-style-type: none"> <li>○ Revise writing to identify areas where revision would improve the clarity of the text (organization, word choice, flow)</li> <li>○ Determine whether writing is logically presented</li> <li>○ Evaluate and revise vocabulary use</li> <li>○ Use revision marks to highlight revision.</li> <li>○ Engage in peer revision.</li> <li>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</li> <li>○ Choose words, phrases, and punctuation to convey ideas precisely and for effect.</li> </ul>
--	--	-------------------	--	--	--

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>CC.1.4.K.V</b> Participate in individual or shared research projects on a topic of interest.</p> <p><b>CC.1.4.K.W</b> With guidance and support,</p>	<p><b>CC.1.4.1.V</b> Participate in individual or shared research projects on a topic of interest.</p> <p><b>CC.1.4.1.W</b> With guidance and support,</p>	<p><b>CC.1.4.2.V</b> Participate in individual or shared research projects on a topic of interest.</p> <p><b>CC.1.4.2.W</b> Recall information from</p>	<p><b>CC.1.4.3.V</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>CC.1.4.3.W</b> Recall information from</p>	<p><b>CC.1.4.4.V</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>CC.1.4.4.W</b> Recall relevant information</p>	<p><b>CC.1.4.5.V</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>CC.1.4.5.W</b> Recall relevant information</p>

<p>recall information from experiences or gather information from provided sources to answer a question.</p> <p>Intentionally Blank</p> <p><b>CC.1.4.K.X</b> Write routinely over short time frames.</p> <p><b>No CC Code</b> See Foundational Skills</p>	<p>recall information from experiences or gather information from provided sources to answer a question.</p> <p>Intentionally Blank</p> <p><b>CC.1.4.1.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> See Foundational Skills</p>	<p>experiences or gather information from provided sources to answer a question.</p> <p>Intentionally Blank</p> <p><b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Introduce lower case Cursive letters (A-Z) as presented in the McGraw-Hill Reading Wonders Series (2014).</p>	<p>experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>CC.1.4.3.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><b>CC.1.4.3.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Learn and practice Cursive letters (both upper and lower case A-Z) as presented in the McGraw-Hill Reading Wonders Series (2014).</p>	<p>from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>CC.1.4.4.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><b>CC.1.4.4.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice and use Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Refine Cursive letters (both upper and lower case A-Z) as presented in the McGraw-Hill Reading Wonders Series (2014).</p>	<p>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.</p> <p><b>CC.1.4.5.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><b>CC.1.4.5.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice and use Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Practice and use Cursive handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p>
---	---	---	--	--	---

--	--	--	--	--	--

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b>                  Students write for different purposes and audiences.                  Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.4.K.U</b>                  With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.1.U</b>                  With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.2.U</b>                  With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.3.U</b>                  With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>CC.1.4.4.U</b>                  With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>CC.1.4.5.U</b>                  With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>

Standard 5 – <b>Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>No CC Code</b> (link to CC.1.5.K.B)  Listen to a variety of types of literature (fiction and/or non-fiction).  <b>CC.1.5.K.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>No CC Code</b> (link to CC.1.5.1.B)  Listen to a variety of types of literature (fiction and/or non-fiction).  <b>CC.1.5.1.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>No CC Code</b> (link to CC.1.5.2.B)  Listen to a variety of types of literature (fiction and/or non-fiction).  <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>No CC Code</b> (link to CC.1.5.3.B) <b><i>Listen to a variety of types of literature (fiction and/or non-fiction)</i></b> (where does this go?????) Listen to a variety of types of literature (fiction and/or non-fiction).  <b>CC.1.5.3.A</b> Engage effectively in a range of collaborative discussions on grade-level topics and texts,	<b>No CC Code</b> (link to CC.1.5.4.B)  Listen to a variety of types of literature (fiction and/or non-fiction).  <b>CC.1.5.4.A</b> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.	<b>No CC Code</b> (link to CC.1.5.5.B)  Listen to a variety of types of literature (fiction and/or non-fiction).  <b>CC.1.5.5.A</b> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.

<p><b>CC.1.5.K.B</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>CC.1.5.K.C</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <ul style="list-style-type: none"> <li>• Connect similar experiences to real-life events.</li> <li>• Predict possible outcomes.</li> <li>• Identify different tones in a story.</li> </ul> <p><b>CC.1.5.K.D</b> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>	<p><b>CC.1.5.1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>CC.1.5.1.C</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> <li>• Classify similar experiences with real-life events.</li> <li>• Predict possible outcomes.</li> <li>• Distinguish between character and tone in spoken information.</li> </ul> <p><b>CC.1.5.1.D</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> <li>• Relate to similar experiences.</li> <li>• Predict what will happen next.</li> <li>• Distinguish between character and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.1.5.2.E</b></p>	<p>building on others’ ideas and expressing their own clearly.</p> <p><b>CC.1.5.3.B</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.3.C</b> Ask and answer questions about information from a speaker, offering appropriate detail.</p> <ul style="list-style-type: none"> <li>• Relate to similar experiences.</li> <li>• Predict what will happen next.</li> <li>• Identify character traits and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.3.D</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>CC.1.5.4.B</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.4.C</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> <li>• Make connections between the selection and similar real-life experiences.</li> <li>• Predict upcoming events.</li> <li>• Summarize.</li> <li>• Compare character traits and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.4.D</b> 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 with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>CC.1.5.5.B</b> Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.5.C</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <ul style="list-style-type: none"> <li>• Make connections between the selection and similar real-life experiences.</li> <li>• Predict the outcome and/or resolution of upcoming events.</li> <li>• Summarize.</li> <li>• Evaluate character traits and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.5.D</b> Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>
---	--	--	---	--	---

<p><b>CC.1.5.K.E</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>CC.1.5.1.E</b> Produce complete sentences when appropriate to task and situation.</p>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>CC.1.5.3.E</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>CC.1.5.4.D</b> Differentiate between contexts that require formal English versus informal situations.</p>	<p><b>CC.1.5.5.E</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
<p><b>CC.1.5.K.F</b> Intentionally Blank</p>	<p><b>CC.1.5.1.F</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	<p><b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>CC.1.5.3.F</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>CC.1.5.4.F</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>CC.1.5.5.F</b> Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p><b>CC.1.5.K.G</b> Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>	<p><b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	<p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content</p>	<p><b>CC.1.5.3.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 3 and content.</p>	<p><b>CC.1.5.4.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 4 and content.</p>	<p><b>CC.1.5.5.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 5 and content.</p>



--	--	--	--	--	--

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

<p><b>Standard 1: Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p>					
<p>Kindergarten</p>	<p>Grade 1</p>	<p>Grade 2</p>	<p>Grade 3</p>	<p>Grade 4</p>	<p>Grade 5</p>
<p><b>CC1.1.K.A</b> Utilize book handling skills</p> <p><b>CC1.1.K.B</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>● Follow words left to right, top to bottom, demonstrate return sweep, page by page, front to back, and turn pages in correct direction</li> <li>● Distinguish print from picture</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>● Understand that words are separated by spaces in print.</li> <li>● Recognize and name all lowercase and uppercase letters of the alphabet</li> <li>● Differentiate first/last letter in a word, first and last word in a sentence</li> <li>● Locate punctuation: periods, question marks,</li> </ul>	<p>Intentionally Blank</p> <p><b>CC1.1.1.B</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>○ Follow words left to right, top to bottom, page by page, front to back, and turn pages in correct direction</li> <li>○ Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>○ Recognize and name all lowercase and uppercase letters of the alphabet</li> <li>○ Differentiate first/ last letter in a word, first and last word in a sentence</li> <li>○ Locate punctuation: periods, question marks, exclamation points, and quotation mark</li> </ul>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>	<p>Intentionally Blank</p>

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

exclamation points, and quotation marks	<b>No CC Code</b> Recognize the distinguishing features of a sentence. <ul style="list-style-type: none"> <li>o Understand that words are separated by spaces in print</li> </ul>				
<b>Standard 1: Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.					
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>CC1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  <ul style="list-style-type: none"> <li>o Recognize and produce rhyming words</li> <li>o Determine which part of the word is important for rhyming.</li> <li>o Count, pronounce, blend, and segment syllables in spoken words.</li> <li>o Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>o Isolate and pronounce the initial, medial vowel, and final sound (phoneme) in three-phoneme (CVC)</li> </ul>	<b>CC1.1.1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> <li>o Identify, isolate, categorize, and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>o Add or substitute</li> </ul>	<b>CC1.1.2.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o -Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<b>CC1.1.3.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<b>CC1.1.4.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<b>CC1.1.5.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>o Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>o Count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o Orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>

<p>words.</p> <p><b>CC1.1.K.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>○ Associate the long and short sounds with common spellings for the five major vowels.</li> <li>○ Read grade-level high-frequency sight words with atomicity.</li> <li>○ Distinguish between similarly spelled words by identifying the sound of the letters that differ.</li> <li>○ Write phonetically</li> <li>○ Decode and encode simple VC and CVC</li> </ul>	<p>individual sounds (phonemes) in one-syllable words to make new words.</p> <p><b>CC1.1.1.D</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>○ Identify upper and lower case letters with fluency</li> <li>○ Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>○ Identify common consonant digraphs, blends, final-e, and common vowel teams.</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, with the following syllable types: closed (VC, CVC) and Long Vowel – silent e (CVCe)</li> <li>○ Decode/encode one- and two-syllable words with common vowel pairs (ee, ai, oa, ea ay, ow, ie ,ue)</li> <li>○ Read grade-level words w/inflectional endings.</li> <li>○ Read grade-appropriate irregularly spelled words.</li> <li>○ Read grade level Sight Words with atomicity</li> <li>○ Decode rhyming words</li> <li>○ Decode and encode words with two-letter consonant blends</li> <li>○ Decode and encode words with digraphs</li> <li>○ Decode and encode word</li> </ul>	<p><b>CC1.1.2.D</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ Decode R controlled vowels</li> <li>○ Decode three-consonant blends</li> <li>○ Decode consonant digraphs</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le</li> </ul>	<p><b>CC1.1.3.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>● Word families</li> <li>● CVC and CVCe patterns</li> <li>● Consonant blends and digraphs</li> <li>● Vowel diphthongs, digraphs</li> <li>● R-controlled vowels</li> <li>● Silent letters</li> <li>○ Identify/know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, -ful, -less, -ble, -ly, -or, -ness, -ment)</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</li> </ul>	<p><b>CC1.1.4.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllable words.</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</li> </ul>	<p><b>CC1.1.5.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllable words.</li> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to encode familiar words and unfamiliar multi-syllable words.</li> <li>○ Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</li> </ul>
---	--	---	--	--	--

family words						
Standard 1: Foundational Skills	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions</p>	<p><b>No CC Code (Link to CC.1.1.K.D)</b> Print all upper and lower case letters (Manuscript)</p>	<p><b>No CC Code</b> Print all upper and lower case letters (Manuscript)</p> <ul style="list-style-type: none"> <li>Print utilizing the basic conventions of manuscript as presented in the McGraw-Hill Reading Wonders Series (2014). Print all upper and lower case letters with proper form, size, and slant.</li> <li>Use proper spaces between words.</li> </ul>	<p><b>CC1.1.2.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>Decode multi-syllable words with long and short vowels and words with common prefixes and suffixes. (re, un, dis, mis, ful, less, ly, er/or)</li> <li>Read grade-level Sight Word and words with inconsistent but common spelling-sound correspondences.</li> <li>Read compound words</li> <li>Read and encode contractions</li> <li>Read and encode plurals and possessives</li> <li>Read grade appropriate irregularly spelled words.</li> </ul>	<p><b>CC1.1.3.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>Decode words with common Greek and Latin roots and suffixes: (<i>cycle, dent, grad, man, meter, phon, scop, script, tract, volv</i>)</li> <li>Use understanding of the root meanings to comprehend new words.</li> <li>Decode multi-syllable words.</li> <li>Recognize grade appropriate phonemic and morphemic spelling patterns (e.g. eigh- weight, eight, port, portable, support)</li> <li>Use “change y to i rule” (-er, -est)</li> <li>Decode/encode plurals, possessives, contractions and compound words</li> <li>Use correct plural forms of words</li> <li>Decode/encode regularly and irregularly spelled grade appropriate words</li> </ul>	<p><b>CC1.1.4.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, ful, less, ble, ly, or, ness, ment)</li> <li>Decode words with common Latin and Greek roots and suffixes: (<i>cent, duc, fac, graph, mono, rupt, sec, sign, therm, vid, and others listed in McGraw-Hill Wonders series</i>)</li> <li>Use understanding of the root meanings to comprehend new words.</li> <li>Define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues.</li> </ul>	<p><b>CC1.1.5.D (cont'd)</b></p> <ul style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, inter, extra, post, supern, sub, ful, less, ble, ly, or, ness, ment, er, ship, tion, en).</li> <li>Decode common Latin and Greek roots and suffixes: (<i>ast, bio, cred, flex, hyper, ped, pod, phil, photo, port, tact</i>)</li> <li>Use understanding of the root meanings to comprehend new words.</li> <li>Define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues</li> </ul>

<p><b>CC1.1.K.E</b> Read emergent-reader text with purpose and understanding</p>	<p><b>CC1.1.1.1.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text with purpose and understanding.</li> <li>○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary</li> </ul>	<p><b>CC1.1.2.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text with purpose and understanding.</li> <li>○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary.</li> </ul>	<p><b>CC1.1.3.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text with purpose and understanding.</li> <li>○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary</li> </ul>	<p><b>CC1.1.4.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text (silently and orally) with accuracy, appropriate rate, and expression on successive readings. with purpose and understanding.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary.</li> </ul>	<p><b>CC1.1.5.E</b> Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>○ Read on-level text (silently and orally) with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding as necessary.</li> </ul>
<p>Standard 2: <b>Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on</p>					

comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.2.K.A</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ identify main idea</li> <li>○ retell key details of text</li> </ul> <p><b>CC.1.2.K.B</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ Answer questions about key details of text/illustrations</li> </ul> <p><b>CC1.2.K.C</b> With prompting and support: Make a connection between individual events, ideas, or pieces of information in a text Make connections between information in a text and personal experience</p>	<p><b>CC.1.2.1.A</b> Identify the main idea and retell main ideas of text.</p> <p><b>CC.1.2.1.B</b> Ask and answer questions about key details in text.</p> <p><b>CC1.2.1.C</b> Describe the connection between two individuals, events, ideas, or pieces of information in text.</p>	<p><b>CC.1.2.2.A</b> Identify the main idea of a multi-paragraph text, as well as the focus of specific paragraphs within the text. Identify essential and nonessential information.</p> <p><b>CC1.2.2.B</b> Ask and answer questions to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <li>○ Who?</li> <li>○ What?</li> <li>○ When?</li> <li>○ Where?</li> <li>○ Why?</li> <li>○ How?</li> </ul> <p><b>CC1.2.2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>	<p><b>CC.1.2.3.A</b> Determine the main idea of a text, recount the key details, and explain how they support the main idea. Distinguish between essential and nonessential information.</p> <p><b>CC1.2.3.B</b> Ask and answer questions about text and make inferences from the text. Refer to text to support inferences about responses.</p> <p><b>CC1.2.3.C</b> Explain how a series of historical events, scientific concepts, or steps in a technical procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>CC1.2.3.D</b> Explain the point of view from</p>	<p><b>CC.1.2.4.A</b> Determine the main idea of a text, explain how it is supported by key details, and summarize the text. Distinguish between essential and nonessential information.</p> <p><b>CC1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>CC1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>○ Historical text</li> <li>○ Scientific text</li> <li>○ Technical text</li> </ul> <p><b>CC1.2.4.D</b></p>	<p><b>CC.1.2.5.A</b> Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p><b>CC1.2.5.B</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences and/or generalizations.</p> <p><b>CC1.2.5.C</b> Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <ul style="list-style-type: none"> <li>○ Historical text</li> <li>○ Scientific text</li> <li>○ Technical text</li> </ul> <p><b>CC1.2.5.D</b> Analyze multiple accounts of the same event or topic, noting</p>

Intentionally Blank	Intentionally Blank	Intentionally Blank	which a text is written.	<p>Compare and contrast an event or topic told from two different points of view.</p> <ul style="list-style-type: none"> <li>○ First hand vs. Second hand accounts (difference in focus and information provided)</li> </ul>	important similarities and differences in the point of view they represent.
<p>Standard 2: <b>Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on</p>					



English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC1.2.K.E</b> Identify parts of a book:</p> <ul style="list-style-type: none"> <li>● Front and back cover</li> <li>○ Title, author, title page, illustrator</li> <li>○ Beginning, end, details</li> </ul> <p><b>CC1.2.K.F</b> With prompting and support: Ask and answer questions about unknown words in a text.</p>	<p><b>CC1.2.1.E</b> Use various text features and search tools to locate key facts or information in text.</p> <p><b>CC1.2.1.F</b> Ask and answer questions to help determine and clarify the meaning of words and phrases in a text.</p>	<p><b>CC1.2.2.E</b> Use various text features and search tools to locate key facts or information in text efficiently.</p> <p><b>CC1.2.2.F</b> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p>	<p><b>CC1.2.3.E</b> Use various text features and search tools to locate facts and interpret information. (e.g. headings, charts, key words, sidebars, hyperlinks)</p> <p><b>CC1.2.3.F</b> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p> <ul style="list-style-type: none"> <li>○ Distinguishing literal from non-literal</li> <li>○ Shades of meaning (nuances) among related words</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion)</li> <li>○ Use context as a clue to the meaning of a word or</li> </ul>	<p><b>CC1.2.4.E</b> Use text structure to interpret information.</p> <ul style="list-style-type: none"> <li>○ Chronology</li> <li>○ Comparison</li> <li>○ Cause/effect</li> <li>○ Problem/solution</li> </ul> <p>Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p><b>CC1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade-level text including figurative language.</p> <ul style="list-style-type: none"> <li>○ Distinguishing literal from non-literal</li> <li>○ Shades of meaning (nuances) among related words</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion)</li> <li>○ Use context as a clue to the meaning of a word or phrase</li> </ul>	<p><b>CC1.2.5.E</b> Use text structure in and among text to interpret information.</p> <ul style="list-style-type: none"> <li>○ Chronology</li> <li>○ Comparison</li> <li>○ Cause/effect</li> <li>○ Problem/solution</li> </ul> <p>Compare and contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts.</p> <p><b>CC1.2.5.F</b> Determine meaning of words and phrases as used in grade-level text including interpretation of figurative language.</p> <ul style="list-style-type: none"> <li>○ Distinguishing literal from non-literal</li> <li>○ Shades of meaning (nuances) among related words</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion)</li> <li>○ Use context as a clue to the meaning of a word or phrase</li> </ul>

<p><b>CC1.2.K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.</p>	<p><b>CC1.2.1.G</b> Use the ideas and illustrations in a text to describe its key ideas. Describe how text features help readers find information.</p>	<p><b>CC1.2.2.G</b> Explain how graphic representations contribute to and clarify a text.</p>	<p>phrase</p> <p><b>CC1.2.3.G</b> Use information gained from text features to demonstrate understanding of a text. (e.g. illustrations, photos, maps, and words)</p>	<p><b>CC1.2.4.G</b> Interpret various presentations of information within a text/digital source and explain how the information contributes to an understanding of the text.</p>	<p><b>CC1.2.5.G</b> Draw on information from multiple print/digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
--	--	---	---	--	---

<p>Standard 2: <b>Reading Informational Text</b> Students read, understand, and respond to informational text –</p>					
---	--	--	--	--	--

with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.2.K.H</b> With prompting and support: Identify the reasons an author gives to support points in a text</p> <p><b>CC.1.2.K.I</b> With prompting and support:  <ul style="list-style-type: none"> <li>Identify basic similarities and differences between two texts (read or read aloud) on the same topic.</li> </ul> </p> <p><b>CC.1.2.K.J</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p><b>CC.1.2.1.H</b> Identify the reasons an author gives to support points in a text.</p> <p><b>CC.1.2.1.I</b> Identify basic similarities in and differences between two texts on the same topic.</p> <p><b>CC.1.2.1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p><b>CC.1.2.2.H</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>CC.1.2.2.I</b> Compare/contrast the most important points presented by two texts on the same topic</p> <p><b>CC.1.2.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p><b>CC.1.2.3.H</b> Describe how an author connects sentences and paragraphs in a text to support particular points. (e.g. comparison, cause/effect)</p> <p><b>CC.1.2.3.I</b> Compare/contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>CC.1.2.3.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  <ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.</li> </ul> </p>	<p><b>CC.1.2.4.H</b> Explain how an author uses reasons and evidence to support particular points in a text. Identify exaggeration (bias) where present in text.</p> <p><b>CC.1.2.4.I</b> Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p><b>CC.1.2.4.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.  <ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as</li> </ul> </p>	<p><b>CC.1.2.5.H</b> Explain how an author supports particular points in a text through reasons and evidence. Identifying which reasons and evidence supports which points. Identify exaggeration (bias) where present in text.</p> <p><b>CC.1.2.5.I</b> Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p><b>CC.1.2.5.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  <ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.</li> </ul> </p>

<p><b>CC.1.2.1K.K</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content</p>	<p><b>CC.1.2.1.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content.</p>	<p><b>CC.1.2.2.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.</p>	<p>graph) <b>CC.1.2.3.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>clues to the meaning of a word (e.g. graph) <b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>graph) <b>CC.1.2.5.K</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
<p>Standard 2: <b>Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and</p>					

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>between texts, with a focus on textual evidence.</p> <p><b>CC.1.2.K.L</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>No CC Code (linked to CC.1.2.K.B)</b></p> <p>Use illustrations and portions of a story to infer and predict what happens next.</p> <p><b>No CC Code (linked to CC.1.2.K.F)</b></p> <p>Identify facts in a text.</p> <p><b>No CC Code (linked to CC.1.2.K.G)</b></p> <p>Locate information using visual representations and key words.</p> <ul style="list-style-type: none"> <li>○ Differentiate and select</li> </ul>	<p><b>CC.1.2.1.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>No CC Code (linked to CC.1.2.1.B)</b></p> <p>Through collaboration with peers, make predictions about what will happen next in a story or process.</p> <p><b>No CC Code (linked to CC.1.2.1.F)</b></p> <p>Identify the difference between facts and opinions.</p> <p><b>No CC Code (linked to CC.1.2.1.G)</b></p> <p>Locate information using topic words and sentences.</p> <ul style="list-style-type: none"> <li>○ Understand the purposes of various resources.</li> </ul>	<p><b>CC.1.2.2.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>No CC Code (linked to CC.1.2.2.B)</b></p> <p>Make predictions about what will happen next in a story or process and justify.</p> <p><b>No CC Code (linked to CC.1.2.2.F)</b></p> <p>Identify and distinguish between fact and opinion in a text.</p> <p><b>No CC Code (linked to CC.1.2.2.G)</b></p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> <li>○ Use text features to</li> </ul>	<p><b>CC.1.2.3.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.2.3.B)</b></p> <p>Make predictions and draw conclusions about what will happen next in a story or process and justify.</p> <p><b>No CC Code (linked to CC.1.2.3.D)</b></p> <p>Identify and distinguish between fact and opinion in a text.</p> <p><b>No CC Code (linked to CC.1.2.3.G)</b></p> <p>Locate information using appropriate sources and strategies.</p>	<p><b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.2.4.B)</b></p> <p>Make predictions and inferences to draw conclusions about what will happen next in a story or process and justify.</p> <p><b>No CC Code (linked to CC.1.2.4.D)</b></p> <p>Identify and/or interpret statements of fact and opinion in text.</p> <p><b>No CC Code (linked to CC.1.2.4.G)</b></p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> <li>○ Use a variety of print and</li> </ul>	<p><b>CC.1.2.5.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.2.5.B)</b></p> <p>Use predictions and inferences about what will happen next in a story or process to generalize results and justify.</p> <p><b>No CC Code (linked to CC.1.2.5.D)</b></p> <p>Identify, interpret and justify statements of fact and opinion in text.</p> <p><b>No CC Code (linked to CC.1.2.5.G)</b></p> <p>Locate information using appropriate sources and strategies.</p>

<p>between various sources of information.</p> <ul style="list-style-type: none"> <li>○ Use picture clues and key words to locate information.</li> <li>○ Use word walls, text and electronic media to find information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Select sources for gathering information.</li> <li>○ Use picture clues, key words, and headings to locate information.</li> <li>○ Search word walls, lists, text and electronic media to find information.</li> </ul>	<p>obtain information.</p> <ul style="list-style-type: none"> <li>○ Differentiate between the purposes of various resources.</li> <li>○ Use print and multi-media sources appropriate for research and evaluate the quality of media forms.</li> </ul>	<ul style="list-style-type: none"> <li>○ Locate resources for a particular task.</li> <li>○ Use print and multi-media sources appropriate for research and evaluate the quality of media forms.</li> <li>○ Use information gained from 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).</li> </ul>	<p>electronic sources to obtain information and evaluate the quality of media forms.</p> <ul style="list-style-type: none"> <li>○ Use text features (e.g. headings, graphics, charts, time lines, diagrams) across texts to pinpoint and determine meaning of essential information.</li> <li>○ Distinguish between essential and nonessential information for research purposes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Cite two or more sources from a variety of print and electronic sources to obtain information.</li> <li>○ Use text features (e.g. headings, graphics, charts, time lines, diagrams) across texts to pinpoint and determine meaning of essential information.</li> <li>○ Evaluate the usefulness and credibility of sources.</li> <li>○ Use established criteria to design and create a media project (small group and/or individual project).</li> </ul>
---	--	--	--	--	---

<p><b>Standard 2: Reading Informational Text</b> Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.</p>					
--	--	--	--	--	--

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>No CC Code (linked to CC.1.4.K.V)</b></p> <p>Identify important concepts related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes by sequencing pictures.</li> <li>○ Orally summarize main ideas and details.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.1.V)</b></p> <p>Gather information related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes using key words and pictures from structured information.</li> <li>○ Summarize main ideas, orally or in writing, from key facts and concepts.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.2.V)</b></p> <p>Gather and organize information related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes using graphic organizers.</li> <li>○ Summarize main ideas in writing from key facts and concepts.</li> <li>○ Present information orally.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.3.V)</b></p> <p>Gather, organize, and present information related to a main idea.</p> <ul style="list-style-type: none"> <li>○ Take notes using graphic organizers.</li> <li>○ Summarize main ideas in writing from key facts and concepts.</li> <li>○ Present information in written format.</li> <li>○ Present information orally.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.4.V)</b></p> <p>Research, organize, and present information from at least two sources.</p> <ul style="list-style-type: none"> <li>○ Take notes, paraphrasing information using a structured format (note cards, outline, graphic organizer)</li> <li>○ Cite the author, title of source.</li> <li>○ Summarize and articulate information gleaned from research.</li> <li>○ Present information in written and/or digital and oral formats.</li> </ul>	<p><b>No CC Code (linked to CC.1.4.5.V)</b></p> <p>Research, organize, and present information from multiple sources.</p> <ul style="list-style-type: none"> <li>○ Take notes, paraphrasing information using a structures format (note cards, outline, graphic organizer)</li> <li>○ Create a bibliography of sources.</li> <li>○ Summarize and articulate information gleaned from research.</li> <li>○ Present information in written and/or digital and oral formats.</li> </ul>

<p><b>Standard 3: Reading Literature</b></p> <p>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

<p><b>CC.1.3.K.A</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ Retell familiar stories, including key details</li> </ul>	<p><b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral. Discuss sequence of events, cause/effect, problem/solution.</p>	<p><b>CC.1.3.3.A</b> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. Determine sequence of events, cause/effect, problem/solution.</p> <ul style="list-style-type: none"> <li>● Poems</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Dramas</li> </ul>	<p><b>CC.1.3.4.A</b> Determine plot and theme of a text from details in the text; summarize the text. Explain sequence of events, cause/effect, problem/solution.</p> <ul style="list-style-type: none"> <li>● Poems</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Dramas</li> </ul>	<p><b>CC.1.3.5.A</b> Determine plot (including conflict, rising action, climax, resolution) and theme of a text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <ul style="list-style-type: none"> <li>● Poems</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Dramas</li> </ul>
<p><b>CC.1.3.K.B</b> Answer questions about key details in a text.</p>	<p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text.</p>	<p><b>CC.1.3.2.B</b> Ask and answer questions to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <li>○ Who?</li> <li>○ What?</li> <li>○ Where?</li> <li>○ When?</li> <li>○ Why?</li> <li>○ How?</li> </ul>	<p><b>CC.1.3.3.B</b> Ask and answer questions about the text and make inferences from text, referring to text to support responses.</p>	<p><b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences.</p>	<p><b>CC.1.3.5.B</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences, and generalizations. Identify, interpret, and describe point of view.</p> <ul style="list-style-type: none"> <li>○ Describe how narrator or speaker’s point of view influences how events are described</li> <li>○ Describe an author’s purpose and explain how it is conveyed in text.</li> </ul>
<p><b>CC.1.3.K.C</b> With prompting and support:</p> <ul style="list-style-type: none"> <li>○ Identify character</li> <li>○ Identify setting</li> <li>○ Identify major events in a</li> </ul>	<p><b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.(e.g. character traits, motivations, feelings)</p>	<p><b>CC.1.3.3.C</b> Describe characters in a story and explain how their actions contribute to the sequence of events. (e.g. character traits, motivations, feelings)</p>	<p><b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p><b>CC.1.3.5.C</b> Compare/contrast two or more characters, settings, or events in a story or drama, draw on specific details in the text.</p>



story					
<p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.3.K.F</b> Ask and answer questions about unknown words in a text.</p> <p><b>CC.1.3.K.G</b> Make connections between illustrations and the text in a story, read or read aloud.</p>	<p><b>CC.1.3.1.D</b> Identify who is telling the story at various points in a text</p> <p><b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CC.1.3.1.G</b> Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>No CC Code (linked to</b></p>	<p><b>CC.1.3.2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p><b>CC.1.3.2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CC.1.3.2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p><b>CC.1.3.2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<p><b>CC.1.3.3.D</b> Explain the point of view of the author. (including difference between first and third person narrations)</p> <p><b>CC.1.3.3.E</b> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p><b>CC.1.3.3.F</b> Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non literal meaning as well as shades of meaning among related words. (antonyms and synonyms)</p> <p><b>CC.1.3.3.G</b> 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).</p> <p><b>No CC Code (linked to CC.1.3.3.B)</b></p>	<p><b>CC.1.3.4.D</b> Compare/contrast an event or topic told from two different points of view. (including difference between first and third person narrations)</p> <p><b>CC.1.3.4.E</b> Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p><b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms)</p> <p><b>CC.1.3.4.G</b> Make connections between the text or a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>CC.1.3.5.D</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>CC.1.3.5.E</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>CC.1.3.5.F</b> Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms)</p> <p><b>CC.1.3.5.G</b> 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).</p>

<p><b>No CC Code (linked to CC.1.3.K.B)</b></p> <p>With prompting and support use illustrations and text to make logical predictions.</p>	<p><b>CC.1.3.1.B)</b></p> <p>Use illustrations and text to make logical predictions.</p>	<p><b>No CC Code (linked to CC.1.3.2.B)</b></p> <p>Make predictions about what will happen next in a story and justify.</p>	<p>Make predictions and draw conclusions about what will happen next in a story and justify.</p>	<p><b>No CC Code (linked to CC.1.3.4.B)</b></p> <p>Make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>	<p><b>No CC Code (linked to CC.1.3.5.B)</b></p> <p>Make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>
---	--	---	--	--	--

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.3.K.H</b> Compare/contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content.</p>	<p><b>CC.1.3.1.H</b> Compare/contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.1.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content.</p>	<p><b>CC.1.3.2.H</b> Compare/contrast two or more versions of the same story by different authors or from different cultures.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new word formed when a known affix is added to a known word</li> </ul>	<p><b>CC.1.3.3.H</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p><b>CC.1.3.3.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new word formed when a known affix is added to a known word</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul>	<p><b>CC.1.3.4.H</b> Compare and contrast similar themes, topics, (e.g. good vs. evil) and patterns of events in literature (stories, myths), including texts from different cultures.</p> <p><b>CC.1.3.4.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new word formed when a known affix is added to a known word</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with</li> </ul>	<p><b>CC.1.3.5.H</b> Compare/contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p><b>CC.1.3.5.I</b> Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>○ Use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of a new work formed when a known affix is added to a known word</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with</li> </ul>

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

<p><b>CC.1.3.K.J</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p><b>CC.1.3.1.J</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p><b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p><b>CC.1.3.3.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>the same root</p> <p><b>CC.1.3.4.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>the same root</p> <p><b>CC.1.3.5.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
---	--	---	---	--	---

<p><b>CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>No CC Code (linked to CC.1.3.K.E)</b></p> <p>Identify dialogue in simple text being read.</p> <p><b>No CC Code (linked to CC.1.3.K.F)</b></p> <p>Identify literary devices in</p>	<p><b>CC.1.3.1.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.3.1.E)</b></p> <p>Differentiate between dialogue and actions in plays and stories.</p> <p><b>No CC Code (linked to CC.1.3.1.F)</b></p> <p>Identify literary devices in rhyme, rhythm, repetition, and patterns.</p>	<p><b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.3.2.E)</b></p> <p>Identify the structures in drama:</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> </ul> <p><b>No CC Code (linked to CC.1.3.2.F)</b></p> <p>Identify literary devices:</p> <ul style="list-style-type: none"> <li>o Similes</li> <li>o Rhyme</li> </ul>	<p><b>CC.1.3.3.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.3.3.E)</b></p> <p>Identify the structures in drama:</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> <li>o Acts</li> <li>o Scenes</li> </ul> <p><b>No CC Code (linked to CC.1.3.3.F)</b></p> <p>Identify literary devices in stories.</p> <ul style="list-style-type: none"> <li>o Rhyme</li> </ul>	<p><b>CC.1.3.4.K</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>No CC Code (linked to CC.1.3.4.E)</b></p> <p>Analyze drama as information source, entertainment, persuasion, or transmitter of culture. Identify the structures in drama</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> <li>o Acts</li> <li>o Scenes</li> </ul> <p><b>No CC Code (linked to CC.1.3.4.F)</b></p> <p>Demonstrate understanding of literary devices and how authors</p>	<p><b>CC.1.3.5.K</b> Read and comprehend literature on grade level, reading independently and proficiently</p> <p><b>No CC Code (linked to CC.1.3.5.E)</b></p> <p>Analyze drama as information source, entertainment, persuasion, or transmitter of culture.</p> <p><b>No CC Code (linked to CC.1.3.5.F)</b></p> <p>Demonstrate understanding of literary devices and how authors</p>
--	---	--	--	---	---

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

<p>rhyme, rhythm, repetition, and patterns.</p> <p><b>No CC Code (linked to CC.1.3.K.A)</b></p> <p>Identify and complete predictable language patterns (e.g., pattern books, predictable books, nursery rhymes)</p>	<p><b>No CC Code (linked to CC.1.3.1.A)</b></p> <p>Identify and complete predictable language patterns and begin to recognize structure in poetry.</p>	<ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Onomatopoeia</li> <li>○ Personification</li> </ul> <p><b>No CC Code (linked to CC.1.3.2.A)</b></p> <p>Identify text structure</p> <ul style="list-style-type: none"> <li>○ Pattern books</li> <li>○ Predictable books</li> <li>○ Poetry</li> </ul>	<ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Shades of meaning among related words</li> <li>○ Non-literal phrases</li> </ul> <p><b>No CC Code (linked to CC.1.3.3.A)</b></p> <p>Identify the structures in poetry</p>	<p>use them to give meaning in literature.</p> <ul style="list-style-type: none"> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Shades of meanings among related words</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Adages</li> <li>○ Idioms</li> <li>○ Proverbs</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Non-literal phrases</li> <li>○ Homographs (Multi-meaning words)</li> </ul> <p><b>No CC Code (linked to CC.1.3.4.A)</b></p> <p>Demonstrate understanding of reading and interpreting poetry.</p>	<p>use them to give meaning in literature.</p> <ul style="list-style-type: none"> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Shades of meanings among related words</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Adages</li> <li>○ Idioms</li> <li>○ Proverbs</li> <li>○ Hyperbole</li> <li>○ Personification</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Non-literal phrases</li> <li>○ Homographs (Multi-meaning words)</li> </ul> <p><b>No CC Code (linked to CC.1.3.5.A)</b></p> <p>Demonstrate understanding of reading, analyzing, and interpreting poetry.</p> <ul style="list-style-type: none"> <li>● Identify meter in poems</li> </ul>
---	--	---	--	---	---

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
<p>Kindergarten</p>	<p>Grade 1</p>	<p>Grade 2</p>	<p>Grade 3</p>	<p>Grade 4</p>	<p>Grade 5</p>
<p><u>Informative/Explanatory Style</u> <b>CC.1.4.K.A</b> Use a combination of drawing, dictating, and writing to compose informative /explanatory texts. (e.g., lists, letters, descriptions, collections of facts) <b>CC.1.4.K.B</b> ○ Use a combination of drawing, dictating, and writing to focus on one specific topic. <b>CC.1.4.K.C</b> ○ With prompting and support, generate ideas and details to convey information that relates to the chosen topic. <b>CC.1.4.K.D</b> ○ Make logical connections between drawing and dictation/writing. ○ Organize words into a complete thought ○ Arrange words in a</p>	<p><u>Informative/Explanatory Style</u> <b>CC.1.4.1.A</b> Write informative /explanatory texts to examine a topic and convey ideas and information. (e.g., lists, letters, descriptions, reports, instructions) <b>CC.1.4.1.B</b> ○ Identify and write about one specific topic. <b>CC.1.4.1.C</b> ○ Develop a topic with two or more facts. <b>CC.1.4.1.D</b> ○ Group information and provide some sense of closure; use paragraph form. ○ Organize words into a complete thought ○ Arrange words in a</p>	<p><u>Informative/Explanatory Style</u> <b>CC.1.4.2.A</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (letter, instructions /directions, descriptions) <b>CC.1.4.2.B</b> ○ Identify and introduce the topic. <b>CC.1.4.2.C</b> ○ Develop the topic with more than two facts and/or definitions. <b>CC.1.4.2.D</b> ○ Group information and provide a concluding statement or section. ○ Organize words into a complete thought ○ Arrange words in a logical sentence</p>	<p><u>Informative/Explanatory Style</u> <b>CC.1.4.3.A</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (letter, reports, descriptions, instructions) <b>CC.1.4.3.B</b> ○ Identify and introduce the topic. <b>CC.1.4.3.C</b> ○ Develop the topic with facts, definitions, details, and illustrations, as appropriate. <b>CC.1.4.3.D</b> ○ Create an organizational structure that includes information grouped and connected logically with linking words such as <i>also, another, and, more, but</i>. Include a concluding</p>	<p><u>Informative/Explanatory Style</u> <b>CC.1.4.4.A</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (instructions, how to piece, biography, letter, report) <b>CC.1.4.4.B</b> ○ Identify and introduce the topic clearly. <b>CC.1.4.4.C</b> ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples, related to the topic; include illustrations and multimedia when useful to aiding comprehension. <b>CC.1.4.4.D</b> ○ Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases (e.g. for instance, in order to, in addition); provide a concluding statement or section; include</p>	<p><u>Informative/Explanatory Style</u> <b>CC.1.4.5.A</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (essay, descriptions, report, instructions) <b>CC.1.4.5.B</b> ○ Identify and introduce the topic clearly. <b>CC.1.4.5.C</b> ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples, related to topic; include illustrations and multimedia when useful to aiding comprehension. <b>CC.1.4.5.D</b> ○ Group related information logically linking ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially); provide concluding statement or</p>

<p>logical sentence structure</p> <p><b>CC.1.4.K.E</b></p> <ul style="list-style-type: none"> <li>With prompting and support, illustrate using details and dictate/write using descriptive words.</li> </ul>	<p>logical sentence structure</p> <p><b>CC.1.4.1.E</b></p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> </ul>	<p>structure</p> <p><b>CC.1.4.2.E</b></p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect</li> </ul>	<p>statement or section.</p> <p><b>CC.1.4.3.E</b></p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> </ul>	<p>formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>Specify cause and effect.</li> <li>Develop a problem and solution (when appropriate to the topic)</li> </ul> <p><b>CC.1.4.4.E</b></p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain topic.</li> </ul>	<p>section; include formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>Specify cause and effect.</li> <li>Develop a problem and solution (when approp. to topic)</li> </ul> <p><b>CC.1.4.5.E</b></p> <p>Write with awareness of style.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about/ explain topic.</li> <li>Use sentences of varying length.</li> </ul>
--	---	---	--	---	--

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b></p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
<p>Kindergarten</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.K.G</b></p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p>	<p>Grade 1</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.1.G</b></p> <p>Write opinion pieces on familiar topics.</p>	<p>Grade 2</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.2.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p>	<p>Grade 3</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.3.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p>	<p>Grade 4</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.4.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> <li>Write both persuasive and argumentative pieces.</li> </ul> <p><b>CC.1.4.4.H</b></p>	<p>Grade 5</p> <p><u>Opinion/Argumentative Style</u></p> <p><b>CC.1.4.5.G</b></p> <p>Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> <li>Write both persuasive and argumentative pieces.</li> </ul> <p><b>CC.1.4.5.H</b></p>

<p><b>CC.1.4.K.H</b></p> <ul style="list-style-type: none"> <li>○ Form an opinion by choosing between two given topics.</li> </ul> <p><b>CC.1.4.K.I</b></p> <ul style="list-style-type: none"> <li>○ Support the opinion with reasons.</li> </ul> <p><b>CC.1.4.K.J</b></p> <ul style="list-style-type: none"> <li>○ Make logical connections between drawing and writing.</li> </ul> <p><b>CC.1.4.K.K</b> Intentionally Blank</p>	<p><b>CC.1.4.1.H</b></p> <ul style="list-style-type: none"> <li>○ Form an opinion by choosing among given topics.</li> </ul> <p><b>CC.1.4.1.I</b></p> <ul style="list-style-type: none"> <li>○ Support the opinion with reasons related to the opinion.</li> </ul> <p><b>CC.1.4.1.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes reasons and provides some sense of closure.</li> </ul> <p><b>CC.1.4.1.K</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of words and phrases.</li> </ul>	<p><b>CC.1.4.2.H</b></p> <ul style="list-style-type: none"> <li>○ Identify the topic and state an opinion.</li> </ul> <p><b>CC.1.4.2.I</b></p> <ul style="list-style-type: none"> <li>○ Support the opinion with reasons that include details connected to the opinion.</li> </ul> <p><b>CC.1.4.2.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes reasons and includes a concluding statement.</li> </ul> <p><b>CC.1.4.2.K</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of words and phrases to appeal to the audience.</li> </ul>	<p><b>CC.1.4.3.H</b></p> <ul style="list-style-type: none"> <li>○ Introduce the topic and state an opinion on the topic.</li> </ul> <p><b>CC.1.4.3.I</b></p> <ul style="list-style-type: none"> <li>○ Support an opinion with reasons.</li> </ul> <p><b>CC.1.4.3.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes reasons linked in a logical order with words or phrases to connect opinions and reasons (e.g. because, therefore, since, for example). Include a concluding statement or section.</li> </ul> <p><b>CC.1.4.3.K</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of words and sentence types to appeal to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce the topic and state an opinion on the topic.</li> </ul> <p><b>CC.1.4.4.I</b></p> <ul style="list-style-type: none"> <li>○ Provide reasons that are supported by facts and details.</li> </ul> <p><b>CC.1.4.4.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.</li> </ul> <p><b>CC.1.4.4.K</b></p> <ul style="list-style-type: none"> <li>○ Choose words and phrases to convey ideas precisely.</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce the topic and state an opinion it.</li> </ul> <p><b>CC.1.4.5.I</b></p> <ul style="list-style-type: none"> <li>○ Provide reasons that are supported by facts and details; draw from credible sources.</li> </ul> <p><b>CC.1.4.5.J</b></p> <ul style="list-style-type: none"> <li>○ Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically); provide a concluding statement or section related to the opinion.</li> <li>○ Establish and maintain a formal style.</li> </ul> <p><b>CC.1.4.5.K</b></p> <ul style="list-style-type: none"> <li>○ Write with an awareness of style</li> <li>○ Use sentences of varying length</li> <li>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>
---	---	--	---	--	---

<p>Standard 4 – Writing (Informational, Argumentative, Narrative) Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined</p>					
---	--	--	--	--	--

perspective and appropriate content.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>Narrative Style</b>  <b>CC.1.4.K.M</b>                      Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p><b>CC.1.4.K.N</b></p> <ul style="list-style-type: none"> <li>○ Establish who and what the narrative will be about.</li> </ul> <p><b>CC.1.4.K.O</b></p> <ul style="list-style-type: none"> <li>○ Describe experiences and events. Include people, places, things.</li> </ul> <p><b>CC.1.4.K.P</b></p> <ul style="list-style-type: none"> <li>○ Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Include character, setting, main idea.</li> </ul> <p><b>CC.1.4.K.Q</b></p>	<p><b>Narrative Style</b>  <b>CC.1.4.1.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N</b></p> <ul style="list-style-type: none"> <li>○ Establish who and what the narrative will be about.</li> </ul> <p><b>CC.1.4.1.O</b></p> <ul style="list-style-type: none"> <li>○ Include thoughts and feelings to describe experiences and events.</li> </ul> <p><b>CC.1.4.1.P</b></p> <ul style="list-style-type: none"> <li>○ Recount two or more appropriately sequenced events using descriptions, temporal words, and story elements to signal event order and provide some sense of closure.</li> </ul> <p><b>CC.1.4.1.Q</b></p>	<p><b>Narrative Style</b>  <b>CC.1.4.2.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.2.N</b></p> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters.</li> </ul> <p><b>CC.1.4.2.O</b></p> <ul style="list-style-type: none"> <li>○ Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</li> </ul> <p><b>CC.1.4.2.P</b></p> <ul style="list-style-type: none"> <li>○ Organize a short detailed sequence of events and descriptions, using literary elements and temporal words to signal event order; provide a sense of closure.</li> </ul> <p><b>CC.1.4.2.Q</b></p>	<p><b>Narrative Style</b>  <b>CC.1.4.3.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.3.N</b></p> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters.</li> </ul> <p><b>CC.1.4.3.O</b></p> <ul style="list-style-type: none"> <li>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> </ul> <p><b>CC.1.4.3.P</b></p> <ul style="list-style-type: none"> <li>○ Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</li> </ul> <p><b>CC.1.4.3.Q</b></p> <ul style="list-style-type: none"> <li>○ Choose words and phrases</li> </ul>	<p><b>Narrative Style</b>  <b>CC.1.4.4.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.4.N</b></p> <ul style="list-style-type: none"> <li>○ Orient the reader by establishing a situation /conflict and introducing a narrator and/or characters.</li> </ul> <p><b>CC.1.4.4.O</b></p> <ul style="list-style-type: none"> <li>○ Use dialogue and descriptions to develop experiences or show the responses of characters to situations; use phrases, concrete words, sensory details, and literary devices (simile, alliteration, personification) to convey experiences and events precisely.</li> </ul> <p><b>CC.1.4.4.P</b></p> <ul style="list-style-type: none"> <li>○ Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.</li> </ul>	<p><b>Narrative Style</b>  <b>CC.1.4.5.M</b>                      Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.5.N</b></p> <ul style="list-style-type: none"> <li>○ Orient the reader by establishing a situation, introducing narrator and characters</li> </ul> <p><b>CC.1.4.5.O</b></p> <ul style="list-style-type: none"> <li>○ Use narrative techniques, including dialogue, to develop experiences and events or show the responses of characters to situations; use phrases, concrete words, sensory details, and literary devices (simile, metaphor, alliteration, hyperbole personification,) to convey events precisely.</li> </ul> <p><b>CC.1.4.5.P</b></p> <ul style="list-style-type: none"> <li>○ Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated and events.</li> </ul>



Intentionally Blank	<ul style="list-style-type: none"> <li>○ Use a variety of words and phrases.</li> <li>○ Include illustrations when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.</li> <li>○ Include illustrations when appropriate</li> <li>○ Develop audience awareness.</li> </ul>	<ul style="list-style-type: none"> <li>for effect.</li> <li>○ Include illustrations when appropriate.</li> <li>○ Develop audience awareness.</li> </ul>	<b>CC.1.4.4.Q</b> <ul style="list-style-type: none"> <li>○ Choose words and phrases to convey ideas precisely</li> </ul>	<b>CC.1.4.5.Q</b> Write with an awareness of style. <ul style="list-style-type: none"> <li>○ Use sentences of varying length.</li> <li>○ Expand, combine and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>
---------------------	---	---	---	--	---

<b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>In all types of writing:</b> <b>CC.1.4.K.F (I/E)</b> <b>CC.1.4.K.L (O/A)</b> <b>CC.1.4.K.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Capitalize the first word</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.1.F (I/E)</b> <b>CC.1.4.1.L (O/A)</b> <b>CC.1.4.1.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Capitalize dates, names</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.2.F (I/E)</b> <b>CC.1.4.2.L (O/A)</b> <b>CC.1.4.2.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Capitalize proper nouns,</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.3.F (I/E)</b> <b>CC.1.4.3.L (O/A)</b> <b>CC.1.4.3.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Use proper</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.4.F (I/E)</b> <b>CC.1.4.4.L (O/A)</b> <b>CC.1.4.4.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Use capital letters</li> </ul>	<b>In all types of writing:</b> <b>CC.1.4.5.F (I/E)</b> <b>CC.1.4.5.L (O/A)</b> <b>CC.1.4.5.R (N)</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>○ Use capital letters</li> </ul>

<p>in a sentence, names, and the pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>○ Recognize and use end punctuation.</li> <li>○ Spell simple words phonetically and spell most high frequency sight words correctly.</li> </ul>	<p>of people, the first word of a sentence, proper nouns, and the pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>○ Use end punctuation; use commas in dates and words in series.</li> <li>○ Use nouns, pronouns, verbs, adjectives, and conjunctions properly in writing.</li> <li>○ Use complete simple, declarative, interrogative, and exclamatory sentences in writing.</li> <li>○ Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> <li>○ Spell most common, frequently used words correctly.</li> </ul>	<p>sentence beginnings.</p> <ul style="list-style-type: none"> <li>○ Use end punctuation marks, commas, and apostrophes appropriately.</li> <li>○ Use nouns, pronouns, verbs, adjectives, and conjunctions properly in writing.</li> <li>○ Use complete simple, declarative, interrogative, and exclamatory sentences in writing.</li> <li>○ Spell high frequency words correctly</li> <li>○ Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> <li>○ Consult reference material as needed.</li> </ul>	<p>capitalization.</p> <ul style="list-style-type: none"> <li>○ Punctuate correctly: period, exclamation point, question mark, commas in a series and addresses, commas and quotation marks in dialogue.</li> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.</li> <li>○ Form and use regular and irregular plural nouns</li> <li>○ Use abstract nouns (e.g. childhood)</li> <li>○ Form and use regular and irregular verbs</li> <li>○ Form and use the simple verb tense</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement</li> <li>○ Form and use comparative and superlative adjectives and adverbs</li> <li>○ Use coordinating and subordinating conjunctions.</li> <li>○ Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions properly in writing.</li> <li>○ Produce the following types of sentences with the appropriate ending punctuation: simple, compound, declarative,</li> </ul>	<p>correctly.</p> <ul style="list-style-type: none"> <li>○ Use plurals correctly.</li> <li>○ Punctuate correctly: period, exclamation point, question mark, commas in a series and before a coordinating conjunction in a compound sentence, quotation marks used in dialogue, apostrophes used to show possession.</li> <li>○ Use nouns, pronouns, verbs, adjectives, adverbs, interjections, and conjunctions properly in writing.</li> <li>○ Use relative pronouns</li> <li>○ Form and use the progressive verb tenses</li> <li>○ Use modal auxiliaries to convey various conditions</li> <li>○ Order adjectives within sentences according to conventional patterns</li> <li>○ Identify and use prepositional phrases correctly             <ul style="list-style-type: none"> <li>○ Write sentences with punctuation: simple, compound, declarative, interrogative, exclamatory, imperative</li> </ul> </li> <li>○ Correctly use often-confused words (e.g. their, there, they're)</li> </ul>	<p>correctly.</p> <ul style="list-style-type: none"> <li>○ Use plurals and possessive plurals correctly.</li> <li>○ Punctuate correctly: period, exclamation point, question mark, commas in a series, quotation marks used in dialogue, apostrophes used to show possession.</li> <li>○ Use nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, and conjunctions properly in writing.</li> <li>○ Identify and use prepositional phrases correctly</li> <li>○ Form and use the perfect verb tense</li> <li>○ Use verb tense to convey various times, sequences, states, and conditions</li> <li>○ Recognize and correct inappropriate shifts in verb tense             <ul style="list-style-type: none"> <li>○ Use conventions of grammar: subject/verb agreement, fragments, run-ons, correct verb tenses</li> </ul> </li> <li>○ Write complete sentences with appropriate ending punctuation: simple, compound, complex, declarative,</li> </ul>
---	---	---	--	--	---

			<p>interrogative, imperative, exclamatory</p> <ul style="list-style-type: none"> <li>○ Spell high frequency words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Form and use comparative and superlative adjectives and adverbs</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement</li> <li>○ Spell high frequency words correctly.</li> <li>○ Use references to edit misspelled words correctly.</li> </ul>	<p>interrogative, exclamatory, imperative</p> <ul style="list-style-type: none"> <li>○ Spell high frequency words correctly.</li> <li>○ Use references to edit misspelled words correctly.</li> <li>○ Form and use correlative, comparative and superlative adjectives and adverbs</li> <li>○ Correctly use confused words (e.g. their, there, they're)</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement</li> <li>○ Spell high frequency words correctly.</li> <li>○ Use references to edit misspelled words correctly.</li> </ul>
--	--	--	---	--	---

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.4.K.T</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> <li>○ Revise writing or</li> </ul>	<p><b>CC.1.4.1.T</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>CC.1.4.2.T</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <ul style="list-style-type: none"> <li>○ Revise writing to improve organization, detail, word</li> </ul>	<p><b>CC.1.4.3.T</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>○ Revise writing to improve organization,</li> </ul>	<p><b>CC.1.4.4.T</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>○ Revise writing to identify areas where revision</li> </ul>	<p><b>CC.1.4.5.T</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

English/Language Arts Scope and Sequence – June, 2013 (REVISED 12/10/13: REVISED 1/7/14: REVISED 2/18/14: REVISED 5/2/14: REVISED 6/4/14)

illustrations to sequence events and add detail.	<ul style="list-style-type: none"> <li>○ Revise writing to improve detail and sequential order.</li> </ul>	choice and order.	detail, word choice and order. <ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.</li> </ul>	would improve the clarity of the text (organization, word choice, flow) <ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.</li> <li>○ Use revision marks to highlight revision.</li> <li>○ Engage in peer revision.</li> </ul>	<ul style="list-style-type: none"> <li>○ Revise writing to identify areas where revision would improve the clarity of the text (organization, word choice, flow)</li> <li>○ Determine whether writing is logically presented</li> <li>○ Evaluate and revise vocabulary use</li> <li>○ Use revision marks to highlight revision.</li> <li>○ Engage in peer revision.</li> <li>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</li> <li>○ Choose words, phrases, and punctuation to convey ideas precisely and for effect.</li> </ul>
--	--	-------------------	---	---	--

<b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>CC.1.4.K.V</b> Participate in individual or shared research projects on a topic of interest.	<b>CC.1.4.1.V</b> Participate in individual or shared research projects on a topic of interest.	<b>CC.1.4.2.V</b> Participate in individual or shared research projects on a topic of interest.	<b>CC.1.4.3.V</b> Conduct short research projects that build knowledge about a topic.	<b>CC.1.4.4.V</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>CC.1.4.5.V</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>CC.1.4.K.W</b> With guidance and support,	<b>CC.1.4.1.W</b> With guidance and support,	<b>CC.1.4.2.W</b> Recall information from	<b>CC.1.4.3.W</b> Recall information from	<b>CC.1.4.4.W</b> Recall relevant information	<b>CC.1.4.5.W</b> Recall relevant information

<p>recall information from experiences or gather information from provided sources to answer a question.</p> <p>Intentionally Blank</p> <p><b>CC.1.4.K.X</b> Write routinely over short time frames.</p> <p><b>No CC Code</b> See Foundational Skills</p>	<p>recall information from experiences or gather information from provided sources to answer a question.</p> <p>Intentionally Blank</p> <p><b>CC.1.4.1.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> See Foundational Skills</p>	<p>experiences or gather information from provided sources to answer a question.</p> <p>Intentionally Blank</p> <p><b>CC.1.4.2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Introduce lower case Cursive letters (A-Z) as presented in the McGraw-Hill Reading Wonders Series (2014).</p>	<p>experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>CC.1.4.3.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><b>CC.1.4.3.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Learn and practice Cursive letters (both upper and lower case A-Z) as presented in the McGraw-Hill Reading Wonders Series (2014).</p>	<p>from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>CC.1.4.4.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><b>CC.1.4.4.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice and use Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Refine Cursive letters (both upper and lower case A-Z) as presented in the McGraw-Hill Reading Wonders Series (2014).</p>	<p>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.</p> <p><b>CC.1.4.5.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><b>CC.1.4.5.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CC Code</b> Practice and use Manuscript handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p> <p><b>No CC Code</b> Practice and use Cursive handwriting as presented in the McGraw-Hill Reading Wonders Series (2014).</p>
---	---	---	--	--	---

--	--	--	--	--	--

<p><b>Standard 4 – Writing (Informational, Argumentative, Narrative)</b>                  Students write for different purposes and audiences.                  Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>CC.1.4.K.U</b>                  With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.1.U</b>                  With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.2.U</b>                  With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p><b>CC.1.4.3.U</b>                  With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>CC.1.4.4.U</b>                  With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>CC.1.4.5.U</b>                  With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>

<p><b>Standard 5 – Speaking and Listening</b>                  Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>No CC Code</b> (link to CC.1.5.K.B)</p> <p>Listen to a variety of types of literature (fiction and/or non-fiction).</p> <p><b>CC.1.5.K.A</b>                  Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p><b>No CC Code</b> (link to CC.1.5.1.B)</p> <p>Listen to a variety of types of literature (fiction and/or non-fiction)</p> <p><b>CC.1.5.1.A</b>                  Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p><b>No CC Code</b> (link to CC.1.5.2.B)</p> <p>Listen to a variety of types of literature (fiction and/or non-fiction)</p> <p><b>CC.1.5.2.A</b>                  Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p><b>No CC Code</b> (link to CC.1.5.3.B)</p> <p><i>Listen to a variety of types of literature (fiction and/or non-fiction)</i> (where does this go?????)</p> <p>Listen to a variety of types of literature (fiction and/or non-fiction)</p> <p><b>CC.1.5.3.A</b>                  Engage effectively in a range of collaborative discussions on grade-level topics and texts,</p>	<p><b>No CC Code</b> (link to CC.1.5.4.B)</p> <p>Listen to a variety of types of literature (fiction and/or non-fiction)</p> <p><b>CC.1.5.4.A</b>                  Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p><b>No CC Code</b> (link to CC.1.5.5.B)</p> <p>Listen to a variety of types of literature (fiction and/or non-fiction)</p> <p><b>CC.1.5.5.A</b>                  Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.</p>

<p><b>CC.1.5.K.B</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>CC.1.5.K.C</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <ul style="list-style-type: none"> <li>• Connect similar experiences to real-life events.</li> <li>• Predict possible outcomes.</li> <li>• Identify different tones in a story.</li> </ul> <p><b>CC.1.5.K.D</b> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>	<p><b>CC.1.5.1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>CC.1.5.1.C</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> <li>• Classify similar experiences with real-life events.</li> <li>• Predict possible outcomes.</li> <li>• Distinguish between character and tone in spoken information.</li> </ul> <p><b>CC.1.5.1.D</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> <li>• Relate to similar experiences.</li> <li>• Predict what will happen next.</li> <li>• Distinguish between character and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.1.5.2.E</b></p>	<p>building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.3.B</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.3.C</b> Ask and answer questions about information from a speaker, offering appropriate detail.</p> <ul style="list-style-type: none"> <li>• Relate to similar experiences.</li> <li>• Predict what will happen next.</li> <li>• Identify character traits and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.3.D</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>CC.1.5.4.B</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.4.C</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> <li>• Make connections between the selection and similar real-life experiences.</li> <li>• Predict upcoming events.</li> <li>• Summarize.</li> <li>• Compare character traits and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.4.D</b> 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 with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>CC.1.5.5.B</b> Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.5.C</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <ul style="list-style-type: none"> <li>• Make connections between the selection and similar real-life experiences.</li> <li>• Predict the outcome and/or resolution of upcoming events.</li> <li>• Summarize.</li> <li>• Evaluate character traits and tone when discussing story elements.</li> </ul> <p><b>CC.1.5.5.D</b> Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>
---	--	--	---	--	---



<p><b>CC.1.5.K.E</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>CC.1.5.K.F</b> Intentionally Blank</p> <p><b>CC.1.5.K.G</b> Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>	<p><b>CC.1.5.1.E</b> Produce complete sentences when appropriate to task and situation.</p> <p><b>CC.1.5.1.F</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p> <p><b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content</p>	<p><b>CC.1.5.3.E</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>CC.1.5.3.F</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>CC.1.5.3.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 3 and content.</p>	<p><b>CC.1.5.4.D</b> Differentiate between contexts that require formal English versus informal situations.</p> <p><b>CC.1.5.4.F</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>CC.1.5.4.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 4 and content.</p>	<p><b>CC.1.5.5.E</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>CC.1.5.5.F</b> Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>CC.1.5.5.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 5 and content.</p>
--	--	--	--	--	--

--	--	--	--	--	--