

Plainville Public Schools Curriculum Framework for English Language Arts and Literacy
Reading Standards for Literature
Pre-Kindergarten

| Learning Standard | Pre-Kindergarten Benchmark Tasks | Benchmark Assessment | Resources |
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| <i>Key Ideas and Details</i> | | | |
| MA.1. With prompting and support, ask and answer questions about a story or poem read aloud | Using the daily read aloud and the picture supports within the text, students will answer simple close ended questions. | Group discussions during story time Teacher observation | Daily thematic reads varying in genres |
| MA.2 With prompting and support, retell a sequence of events from a story or poem read aloud | Students will participate in picture walks and felt board activities | Small/large group activities Teacher observation | Examples: 5 little pumpkins, Jack Be Nimble, Humpty Dumpty |
| MA.3 With prompting and support, act out characters and events from a story or poem read aloud. | Students will act out stories with adult support and props | Small/Large group activities Teacher observation | Examples: 5 little monkeys, Three bears, Nursery Rhymes |

| <i>Craft and Structure</i> | | | |
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| MA.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. | Students will answer questions about words being read in context during read-alouds. | Group discussions during story time Teacher observation | Daily reads varying in genres |
| MA.6 With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds. | Students will participate in “reading” illustrations during daily Story Time | Ask leading questions such as: “What do you think is happening?” “How do you think ___ is feeling?”, Point them to specific clues as needed. Teacher observation | Daily reads varying in genres |
| <i>Integration of Knowledge and Ideas</i> | | | |
| MA. 8.A. Respond with movement or clapping to a regular beat in poetry or song. | Students will respond with movement or clapping to a regular beat in poetry or song during the circle time songs and activities | Teacher Observations | Examples: Get Started and Hicky Pickety Bumble Bee |
| MA. 9 With prompting and support, make connections between a story or poem and one’s own experiences. | Students will participate in comparing/contrasting as a whole group | Questioning and teacher observations | Daily reads varying in genres |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
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| MA.10 Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud. | Students will follow circle time rules: sit with butterfly knees, hands in lap, eyes and ears on the teacher | Observations | Picture supports |

Reading Standards for Informational Text Pre-Kindergarten

| Learning Standard | Pre-Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| MA.1. With prompting and support, ask and answer questions about an informational text read aloud. | Using the daily read aloud and the picture supports within the text, students will answer simple close ended questions. | Group discussions during story time Teacher observations | Daily thematic read aloud |
| MA. 2 With prompting and support, recall important facts from an informational text after hearing it read aloud. | Using the daily read aloud and the picture supports within the text, students will answer simple close ended questions. | Group discussions during story and center time Teacher observations | Daily thematic read aloud |
| MA. 3 With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g. make a skyscraper out of blocks after listening to a book about cities, or following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop) | Daily table time and center time activities | Group and individual discussions throughout the thematic unit Teacher observations | Daily thematic reads and corresponding activities |

| <i>Craft and Structure</i> | | | |
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| MA.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. | Read the word in context during a read aloud and question students | Group discussions during story time Teacher observations | Daily thematic read aloud |
| MA. 6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures(e.g. how a seed grows into a plant). | Point out pictures or specific details in pictures and question students to their meaning | Group discussions during story time Teacher observations | Daily thematic read and free read |
| <i>Integration of Knowledge and Ideas</i> | | | |
| MA. 7. With prompting and support, describe important details from an illustration or photograph. | Point out pictures or specific details in pictures and question students to their meaning | Group discussions during story time. Center time activities using language cards Teacher observations | Daily Thematic read, Harcourt reading series, Language cards |
| MA. 9 With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator. | Choosing books from the book shelf or literacy bag | Reading is an alternative activity during any free choice time of the day | Thematic books, Home Literacy Program |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
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| MA. 10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud. | Follow circle time rules: sit with butterfly knees, hands in lap, eyes and ears on the teacher | Observations | Picture supports |

Reading Standards: Foundational Skills Pre-Kindergarten

| Learning Standard | Pre-Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Print Concepts</i> | | | |
| <p>MA. 1. With guidance and support, demonstrate understanding of the organization and basic features of print and written text: books, words, letter</p> <p>MA.1.a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</p> <p>MA.1.d Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.</p> | <p>During the daily read aloud students will identify the basic features of print individually and as a whole group. Students take part in a small group teacher directed literacy activities weekly. Reinforced though home activities weekly</p> <p>Demonstration and discussion take place during circle time. Students have the opportunity to read books independently several times each day.</p> <p>Large and Small group activities following the sequence of the Handwriting Without Tears Program but also include Harcourt Trophies reading series for Preschool.</p> <p>Name tags for their backpacks, folders, job chart, and at each center for name writing and recognition practice.</p> | <p>Bi-annual assessments developed by the preschool staff.</p> <p>Teacher observation</p> <p>Bi-annual Assessments</p> <p>Teacher Observation, Informal assessments</p> | <p>Hand Writing Without Tears, letter of the week, songs, chants, name tags, calendar, environmental print. and additional materials within the classroom</p> <p>Daily thematic reads varying in genres</p> <p>Name cards, Hand Writing Without Tears Resources, and additional materials within the classroom</p> <p>Name cards</p> |

| <i>Phonological Awareness</i> | | | |
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| <p>MA.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <p>MA.2.a. With guidance and support, recognize and produce rhyming words(e.g. identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>MA.2.b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p> <p>MA.2.c. Identify the initial sound of a spoken words and, with guidance and support, generate several other words that have the same initial sound.</p> | <p>Daily Discussion during teacher and child directed small/large group activities. Circle Time direct teaching of specific skills including letter sounds, counting out syllables and indentifying familiar words using context clues.</p> <p>Recognizing rhyming words during a read aloud, pausing to let students fill in the missing words, Harcourt Trophies, Reading Series for preschool, A variety of different Rhyming sorts</p> <p>Letter of the week literacy activities, home activities for to enhance carryover and sorting buckets</p> | <p>Teacher observations and informal assessments</p> <p>Teacher observations and informal assessments</p> <p>Teacher observations and informal assessments</p> | <p>Calendar materials and other various classroom materials</p> <p>Harcourt Trophies, Reading Series for preschool and other materials developed by the classroom teacher</p> <p>Sorting Buckets and other materials developed by the classroom teacher</p> |

Writing Standards Pre-Kindergarten

| Learning Standard | Pre-Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| MA.1. Dictate words to express a preference or opinion about a topic(e.g. “I would like to go to the fire station to see the truck and to meet the firemen.”) | Students are given the opportunity to draw, write or express their ideas daily. | Teacher Observation | Teacher created materials |
| MA.2. Use a combination of dictating and drawing to explain information about a topic. | Students are given the opportunity to draw, write, or dictate their ideas daily. Students are provided with the support that they need to write on their own including access to the alphabet and printed words about a topic of interest. | Teacher Observation | Teacher-created materials |
| MA.3. Use a combination of dictating and drawing to tell a real or imagined story. | Students are given the opportunity to draw, write or dictate their ideas daily | Teacher Observation | Teacher-created materials |

Speaking and Listening Standards Pre-Kindergarten

| Learning Standard | Pre-Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>MA.1.Participate in collaborative conversations with diverse partners during day routines and play.</p> <p>MA.1.a. Observe and use appropriate ways of interacting in a group(e.g. taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways)</p> <p>MA.1.b.Continue a conversation through multiple exchanges.</p> | <p>Students participate in conversations daily and practice social conventions such as turn taking, listing to peers, etc... with visual and verbal reminders to use their good manners.</p> | <p>Teacher Observation</p> | <p>N/A</p> |
| <p>MA.2.Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video(e.g.</p> | <p>Students are asked to retell information or answer questions about calendar, stories, videos, etc.</p> <p>Students use dramatic play and art activities to</p> | <p>Teacher observations</p> | <p>Daily Thematic reads, art materials, felt story boards, etc...</p> |

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| watch a video about birds and their habitats and make drawings or constructions of birds and their nests) | represent information they have learned | | |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| MA.4.Describe personal experiences; tell real or imagined stories. | Students will have the opportunity daily to share real or imagined stories with both peers and adults. Students will express themselves through art | Teacher Observation | Individual and Group Discussions Artistic opportunities |
| MA.5.Create representations of experiences or stories(e.g. drawings, constructions with blocks or other materials, clay models)and explain them to others. | Students have the opportunity to re-create experiences or stories through multiple artistic modalities including craft activities, blocks, dramatic play, felt boards, play dough, etc. | Teacher Observation | Felt boards and with story pieces Blocks, art materials, dramatic play structures, etc. |
| MA.6.Speak audibly and express thoughts, feelings, and ideas. | Students are given the opportunities to share their thoughts feelings with peers and staff consistently throughout the preschool day. | Teacher Observation | NA |

Reading Standards for Literature Kindergarten

| Learning Standard | Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | Picture Walk | Group/oral discussions | Examples: The Three Little Bears |
| 2. With prompting and support, retell stories, including key details, and demonstrate understanding of their central message or lesson. | Act out stories | Retelling through acting out using props | The Three Little Pigs Three Billy Goats Gruff |
| 3. With prompting and support, identify characters, settings, and major events in a story. | Reading story/discussion and questioning | Follow-up activities and sequencing | The Three Little Pigs Three Billy Goats Gruff |
| <i>Craft and Structure</i> | | | |
| 4. Ask and answer questions about unknown words in a text. | Chart reading and stories/discussion and questioning | Discussion and observation | Chart Writing Literature stories/poems for K level |
| 5. Recognize common types of texts (e.g., storybooks, poems) | Exposure of literature and poems | Discussion and observation | Print rich environment, charts, sentence strips, chanting |

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| <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> | <p>Daily exposure when reading</p> | <p>Questioning Ex. Who is the author/illustrator?</p> | <p>Poems, Literature, stories</p> |
| <p><i>Integration of Knowledge and Ideas</i></p> | | | |
| <p>7. With prompting and support, describe the relationship between the illustrations and the story in which they appear(e.g., what moment in a story an illustration depicts)</p> | <p>Picture Walk with discussion</p> | <p>Discussion and observation</p> | <p>Picture books/ reading journals</p> |
| <p>MA.8.A. Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats; and repetition of sounds, words, and phrases.</p> | <p>Chanting and singing songs</p> | <p>Teacher observation</p> | <p>Songs, chants, poetry</p> |

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| 9. Compare and contrast the adventures and experiences of characters in familiar stories. | Making connections Text to self Text to text through reading stories | Teacher observation and discussion | Books that depict making connections |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| 10. Actively engage in group reading activities with purpose and understanding. | Active listeners with participation and discussion | Teacher observation | Variety of genres |

Reading Standards for Informational Text Kindergarten

| Learning Standard | Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
|---|---|---|--|
| <i>Key Ideas and Details</i> | | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | Predictable Read-Alouds | Teacher Observation Retell and act out using headbands | Predictable Read-Alouds <u>Retelling Tales and Headbands</u> |
| 2. With prompting and support, identify the main topic and retell key details of a text. | Predictable Read-Alouds | Teacher Observation Retell and act out using headbands | <u>Retelling Tales and Headband</u> |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Comparing individual characters in a story. | Teacher Observation Comparison Chart Writing | <u>The Little Red Hen</u> <u>The Tortoise and the Hare</u> |
| <i>Craft and Structure</i> | | | |
| 4. With prompting and support, ask and answer questions about unknown words in a text. | Read-Alouds Questioning vocabulary words pulled frm text | Teacher Observation Chart Writing | Fiction and Non-fiction books Wilson Foundation unit word list cvc words Unit 4 |
| 5. Identify the front cover, back cover, and title page of a book. | Daily read-alouds | Teacher Questioning | Classroom fiction, non-fiction books and leveled books |

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| <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> | <p>Daily reading Class books done by students</p> | <p>Teacher Questioning</p> | <p>Classroom library of books</p> |
| <p><i>Integration of Knowledge and Ideas</i></p> | | | |
| <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear(e.g. what person, place, thing, or idea in the text an illustration depicts).</p> | <p>Picture walks using leveled and read-aloud books</p> | <p>Teacher Questioning</p> | <p>Rigby P.M. leveled books Leveled library for teachers</p> |
| <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> | <p>Non-fiction book read aloud Example: <u>Butterflies</u></p> | <p>Chart writing written by teacher</p> | <p>Non-fiction book <u>Butterflies</u></p> |
| <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic(e.g., in illustrations, descriptions, or procedures).</p> | <p>Two non-fiction stories about same topic Two different versions of same story</p> | <p>Teacher Questioning</p> | <p><u>The Three Little Pigs</u> and <u>The True Story of the Three Little Pigs</u> Reading about the Butterfly Cycle</p> |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
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| 10. Actively engage in group reading activities with purpose and understanding. | Read-Alouds | Re-enacting story Retell story Teacher Questioning | <u>Retelling Tales and Headbands</u> |

Reading Standards: Foundations Skills Kindergarten

| Learning Standard | Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
|---|---|--|---|
| <i>Print Concepts</i> | | | |
| <p>1. Demonstrate understanding of the organization and basic features of print</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>Easy Readers</p> <p>Journal Writing</p> <p>Morning Message</p> <p>Chart Writing</p> <p>Wilson Foundations Sentence Frames</p> <p>Wilson Foundation letter key sound cards and chart</p> | <p>M. Clay Concepts of Print</p> <p>Observation</p> <p>Sophis West Phonetic Elements Assessments</p> <p>DIBELS Assessment</p> | <p>Wilson Foundations Reading Program</p> <p>Easy Readers</p> <p>Journal Paper</p> <p>Chart Paper</p> |
| <i>Phonological Awareness</i> | | | |
| <p>2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes)</p> | <p>a. Rhyming Books, Cards, Charts, Picture Cards, Poems, songs</p> <p>b. Foundations Reading, (tapping</p> | <p>DIBELS Assessment</p> <p>Phonetic Sound Fluency, Nonsense Word Fluency ,Yobb</p> | <p>Chilcraft Picture Cards, Harcourt CD- OoPPles and Boo-noo-noos,DIBELS assessment books,Phonemic Awareness Book by D. Conclin, Wilson Foundations Manuel, Rhyming Books ,song charts, and ABC Sing-Along Flip</p> |

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| <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds(phonemes)in three-phoneme(CVC)words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds(phonemes) in simple, one-syllable words to make new words.</p> | <p>out cvc words)</p> <p>c. Unit 5 Foundations Program, Word Families</p> <p>d. Foundations Program Unit 3</p> <p>e. Foundations Program Unit 5</p> <p>Fundations Unit 5</p> | <p>Rhyming Assessment</p> <p>Observation</p> <p>DIBELS Phoneme Segmentation Fluency, and DIBELS Nonsense Word Fluency</p> <p>Observation</p> <p>Fundations Magnetic Tile Boards</p> | <p>Chart with tape</p> <p>Wilson Foundations Manual</p> |
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| <i>Phonics and Word Recognition</i> | | | |
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| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings(graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight(e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>Tapping out sounds, Inventive spelling Foundations Vowel Chart</p> <p>Games, Worksheets Scaffolding lessons and activities from above</p> <p>Word walls</p> <p>Flash cards</p> <p>Games</p> <p>Foundations Tiles/cvc games and word families</p> | <p>Clays</p> <p>DIBELS</p> <p>Writing Samples</p> <p>Work Samples</p> <p>Fountas and Pinnell sight word checklist</p> <p>Concepts of Print Assessment</p> <p>Small group observation at task</p> | <p>Wilson Foundations</p> <p>Various activities and lessons using a multitude of curriculum of sources.</p> <p>Same as above</p> <p>Fountas and Pinnell</p> <p>Flashcards</p> <p>Concepts of Print assessment</p> <p>Foundation magnetic boards using letter tiles</p> |
| <i>Fluency</i> | | | |
| <p>4. Read emergent-reader texts with purpose and understanding.</p> | <p>Leveled books last quarter of the year(earlier for beginning readers)</p> | <p>Small group observation</p> | <p>Rigby Books</p> <p>Harcourt Readers</p> |

Writing Standards Kindergarten

| Learning Standard | Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is ...</i></p> | <p style="text-align: center;">Writing about a favorite book</p> <p style="text-align: center;">Journal writing</p> <p style="text-align: center;">Role playing</p> <p style="text-align: center;">Crafts</p> | <p style="text-align: center;">Writing assessments</p> <p style="text-align: center;">Journal writing(staying on topic)</p> <p style="text-align: center;">Opinion Common Assessments</p> <p style="text-align: center;">Kindergarten Writing Assessment Template(I like _____)</p> | <p style="text-align: center;">Journals</p> <p style="text-align: center;">Chart paper for modeling</p> <p style="text-align: center;">Writing paper and common assessments</p> |
| <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p style="text-align: center;">Writing an informative piece</p> <p style="text-align: center;">Inferencing journal</p> <p style="text-align: center;">Daily journal writing</p> | <p style="text-align: center;">Common assessment about dental visit</p> | <p style="text-align: center;">Common assessment about informative text(to be developed)</p> <p style="text-align: center;">Chart paper for modeling</p> <p style="text-align: center;">Journals</p> |

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| <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>MA.3.A. With prompting and support, write or dictate poems with rhyme and repetition.</p> | <p>Journal entry about favorite page of books</p> <p>Interactive writing</p> <p>Leveled books with discussion. Follow-up journal writing or sequential picture order of story.</p> <p>Introduce poetry writing</p> | <p>Journal writing</p> <p>Being able to put story in sequential order</p> <p>Discussion of story</p> <p>Illustration about story read</p> <p>Chanting Read and Write Mini-Books (Scholastic)</p> <p>Illustrating class books</p> <p>Poetry writing</p> | <p>Journals</p> <p>Chart paper for interactive writing</p> <p>Rigby Leveled Books</p> <p><u>Retelling Tales With Headbands</u> by Evan-Moor</p> <p><u>Phonemic Awareness</u> resource book by D. Conklin</p> <p><u>Interactive Charts</u> (Carson Dellosa)</p> <p><u>Read and Write Mini-Books</u>(Scholastic)</p> <p><u>Irresistible A,B,C's</u></p> <p>Modeling poetry writing</p> |
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| <i>Production and Distribution of Writing</i> | | | |
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| <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> | <p>Encourage peer sharing of writing</p> <p>Kindergarten, Kindergarten, What Do You See?</p> <p>“Star of the Week” class book/poster</p> <p>Ex. Positive comments about “star of the week” from peers</p> | <p>Teacher observation</p> <p>Class book/poster displayed in classroom</p> | <p>Paper and markers to make book/poster</p> <p><u>Comprehensive Literacy Resource</u> by Miriam P. Trehearne</p> |
| <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>Children’s books will be printed on the computer with the help of the adults using Storybook Weaver</p> <p>Taking pictures of children using collaborative illustrations/writing(students work displayed with Ladibug)</p> | <p>Adult assistance with publishing</p> <p>Observation</p> | <p>Ladibug projector</p> <p>Computer</p> <p>Digital Camera</p> |
| <i>Research to Build and Present Knowledge</i> | | | |
| <p>7. Participate in shared research and writing projects(e.g., explore a number of books by a favorite author and express opinions about them).</p> | <p>Children will participate in discussion about books by a particular author and will give their opinions</p> | <p>Participation in the discussions</p> | <p>Books by the same author for discussion</p> |

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| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | The children will recall information about butterflies and frogs from their science units. | Teacher observation | Butterfly and frog books |
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Language Standards Kindergarten

| Learning Standard | Kindergarten Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i>)</p> <p>d. Understand and use question words (interrogatives) (e.g.,</p> | <p>A. Daily Writing</p> <p>B. Daily discussions; oral conversations</p> <p>C. Daily discussions; oral conversations</p> <p>D. Daily discussions; oral conversations</p> <p>E. To give oral directions to student or teacher including prepositions</p> <p>Incorporating our math vocabulary words into every day curriculum</p> <p>F. Oral Journal Discussion (before journal writing) Also Student of the Week Poster; General classroom conversation</p> <p>2A. Daily morning message Chart writing, Foundations</p> <p>2B. Benchmark Tasks</p> <p>2C. Daily Writing; Morning message Journal writing</p> <p>2D. Daily Writing/word sentence</p> | <p>A. Observation of proper formation of letters and work samples</p> <p>B. Observation</p> <p>C. Kindergarten Screening Teacher Observation</p> <p>D. Teacher Observation</p> <p>Show and Tell</p> <p>Special student (asking questions)</p> <p>E. Teacher Observation</p> <p>F. Teacher Observation Journal writing</p> <p>2. Teacher Observation Journal writing daily writing activities</p> <p>2B. Teacher</p> | <p>HWT Foundations Daily written work</p> <p>C. BDI Battelle Development Inventory</p> <p>D. Student of the Week Posters</p> <p>E. Harcourt Math Vocab.</p> <p>F. Charts and Scribing responses in complete sentences</p> <p>2. Foundations “Word Play” word frames journals; chart paper</p> |

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| <p><i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a</p> | | <p>Observation</p> <p>2C. Assess formally</p> <p>2D. Primary Spelling Inventory Assessment</p> | |
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| <p>letter or letters for most consonant and short-vowels sounds(phonemes)</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | | | |
| <i>Vocabulary Acquisition and Use</i> | | | |
| <p>4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)</p> <p>b. Use the most</p> | <p>Read stories that contain multiple meaning words</p> <p>4B. Classroom discussions</p> | <p>Draw examples bank/money bank/ edge of river</p> <p>Teacher Observations</p> | <p>Three Billy Goats Gruff</p> <p>Example: the word <u>bank</u> and its multiple meanings</p> <p>N/A</p> |

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| <p>frequently occurring inflections and affixes(e.g. <i>-ed, -s, re-, un-, pre-, -ful, -less</i>)</p> | | | |
| <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same</p> | <p>5A. Use picture cards to categorize objects</p> <p>5B. Picture cards “Opposite” worksheets (see Wendy)</p> <p>5C. Discussions of vocabulary words in the general environment</p> <p>5D. Music and Movement activities</p> | <p>Wendy Mullin’s sort assessment</p> <p>5B. Teacher Observation</p> <p>5C. Teacher Observation</p> <p>5D. Teacher Observation</p> | <p>Childcraft Category Sorting</p> <p>5B. Childcraft Opposites (Opposites worksheets)</p> <p>5C. N/A</p> <p>5D. Handwriting Without Tears CD</p> <p>Physical Education Curriculum</p> <p>General Music Movement CD’s</p> <p>Nursery Rhymes</p> |

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| general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Use vocabulary in their everyday conversation | Listening to vocabulary that they have been exposed to through teacher observation | N/A |

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| requesting clarification if something is not understood. | | | Retelling Headbands |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Daily classroom work ongoing | Observation | N/A |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Journal presentation or discussion Discussions about community | Observation | Non-fiction books United Streaming Social Studies Units (exploring where and why) |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | Reading Journals Story Illustrations | Observation | Journals Paper Stationery Studio |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | General discussions Show and Tell | Observation | N/A |

Reading Standards for Literature Grade 1

| Learning Standard | Grade 1 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Ask and answer questions about key details in a text.</p> | <p>Students will ask and answer questions about key details in a text using leveled readers, guiding reading groups, daily read-alouds</p> | <p>Teacher observation</p> <p>Activities in Harcourt Teacher manual</p> <p>Journals</p> <p>SuccessMaker</p> <p>Reader's Theatre</p> <p>Charts/graphic organizers</p> <p>Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(leveled materials,etc.)</p> <p>Literacy centers</p> <p>Leveled readers</p> <p>Decodable books</p> <p>Big Books</p> <p>Wilson Foundations</p> <p>Technology resources(Tumble Books, Discovery Education, ebooks)</p> <p>Trade books</p> |

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| <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> | <p>Students will retell stories to demonstrate their understanding of the central message of the text using leveled readers, guiding reading groups, daily read-alouds</p> | <p>Teacher observation Teacher manual Journals SuccessMaker Reader’s Theatre Charts/graphic organizers Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(leveled materials,etc.) Literacy centers Leveled readers Decodable books Wilson Foundations Big Books Technology resources(Tumble Books, Discovery Education, ebooks) Trade books</p> |
| <p>3. Describe characters, settings, and major events in a story, using key details.</p> | <p>Students will describe characters, settings, and major events in a story including key detailed using leveled readers, guiding reading groups, daily read-alouds</p> | <p>Teacher observation Teacher manual Journals SuccessMaker Readers’ Theatre Charts/graphic organizers Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(leveled materials,etc.) Literacy centers Leveled readers Decodable books Wilson Foundations Big Books Technology resources(Tumble Books, Discovery Education, ebooks) Trade books</p> |

| <i>Craft and Structure</i> | | | |
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| <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p>Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p>Teacher observation Teacher manual Journals SuccessMaker Reader's Theatre Charts/graphic organizers Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(leveled materials,etc.) Literacy centers Leveled readers Decodable books Big Books Technology resources(Tumble Books, Discovery Education, ebooks) Trade books</p> |
| <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> | <p>Students will be able to explain the major differences between books that tell stories and books that give information.</p> | <p>Teacher observation Teacher manual Journals SuccessMaker Reader's Theatre Charts/graphic organizers Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(leveled materials,etc.) Literacy centers Leveled readers Decodable books Big Books Technology resources(Tumble Books, Discovery Education, ebooks) Trade books</p> |
| <p>6. Identify who is telling the story at various points in a text.</p> | <p>Students will identify who is telling a story at various points in a text.</p> | <p>Teacher observation Teacher manual Journals SuccessMaker</p> | <p>Harcourt Trophies materials(leveled materials,etc.) Literacy centers Leveled readers</p> |

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| | | <p>Reader's Theatre</p> <p>Charts/graphic organizers</p> <p>Harcourt Unit and Level Assessments</p> | <p>Decodable books</p> <p>Big Books</p> <p>Technology resources(Tumble Books, Discovery Education, ebooks)</p> <p>Trade books</p> |
| <i>Integration of Knowledge and Ideas</i> | | | |
| <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>Students will use the illustrations and details in a story to describe its characters, setting, or events.</p> | <p>Teacher observation</p> <p>Teacher manual</p> <p>Journals</p> <p>Reader's Theatre</p> <p>Charts/graphic organizers</p> <p>Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(leveled materials,etc.)</p> <p>Literacy centers</p> <p>Leveled readers</p> <p>Decodable books</p> <p>Big Books</p> <p>Technology resources(Tumble Books, Discovery Education, ebooks)</p> <p>Trade books</p> |

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| <p>MA.8.A. Identify characteristics commonly shared by folktales and fairy tales.</p> | <p>Students will identify characteristics commonly shared by folktales and fairy tales.</p> | <p>Teacher observation Teacher manual Journals Reader’s Theatre Charts/graphic organizers Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(levelled materials,etc.) Literacy centers Leveled readers Decodable books Big Books Technology resources(Tumble Books, Discovery Education, ebooks) Trade books</p> |
| <p>9.Compare and contrast the adventures and experiences of characters in stories.</p> | <p>Students will compare and contrast the adventures and experiences of characters in stories.</p> | <p>Teacher observation Teacher manual Journals Readers’ Theatre Charts/graphic organizers Harcourt Unit and Level Assessments</p> | <p>Harcourt Trophies materials(levelled materials,etc.) Literacy centers Leveled readers Decodable books Big Books Technology resources(Tumble Books, Discovery Education, ebooks) Trade books</p> |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
|---|--|---|---|
| 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | With prompting and support, students will read prose and poetry of appropriate complexity for grade 1. | Teacher observation Teacher manual Journals SuccessMaker Readers' Theatre Charts/graphic organizers Harcourt Unit and Level Assessments | Harcourt Trophies materials (leveled materials, etc.) Literacy centers Leveled readers Decodable books Wilson Foundations Big Books Technology resources (Tumble Books, Discovery Education, ebooks) Trade books |

Reading Standards for Informational Text Grade 1

| Learning Standard | Grade 1 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| 1. Ask and answer questions about key details in a text. | Using a variety of literature resources students will be able to ask and answer questions about key details in a text. | Harcourt Guided reading Inferencing activities Fall Harvest report Non-fiction book report Animal report Teacher observation | Harcourt HB leveled books Leveled libraries FOSS kits United Streaming |
| 2. Identify the main topic and retell key details of a text. | Using a variety of literature resources students will be able to Identify the main topic and retell key details of a text. | Sept., Jan, June Inferencing assessments DRA-Jan and June Harcourt “End-of-selection” assessments “End-of-level” assessments | Scholastic News Lakeshore materials Tumblebooks SAILS Ebooks Working With Words Words Their Way Poetry books Classroom poetry charts Classroom posters |
| 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Using a variety of literature students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text. | Teacher-created assessments | Graphic organizers (Venn diagrams, word splashes, K-W-L charts,) LINKS program |

| <i>Craft and Structure</i> | | | |
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| 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Using a variety of literature students will be able to ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Teacher-created assessments | Harcourt HB leveled books Leveled libraries Scholastic News Tumblebooks SAILS Ebooks |
| 5. Know and use various text features(e.g., headings, table of contents, glossaries, electronic menus, icons)to locate key facts or information in a text. | Using a variety of literature students will be able to use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Teacher-created assessments | Grolier Classroom dictionaries Computers and computer lab MS Word |
| 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Using a variety of literature students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Teacher-created assessments | Harcourt HB leveled books Leveled libraries Scholastic News Tumblebooks SAILS Ebooks |
| <i>Integration of Knowledge and Ideas</i> | | | |
| 7. Use the illustrations and details in a text to describe its key ideas. | Using a variety of literature students will use the illustrations and details in a text to describe its key ideas. | Teacher-created assessments | Harcourt HB leveled books Leveled libraries Scholastic News Tumblebooks SAILS Ebooks |

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| <p>8. Use the illustrations and details in a text to describe its key ideas.</p> | <p>Using a variety of literature students will Use the illustrations and details in a text to describe its key ideas.</p> | <p>Teacher-created assessments</p> | <p>Harcourt HB leveled books Leveled libraries Scholastic News Tumblebooks SAILS Ebooks</p> |
| <p>9. Identify basic similarities in and differences between two texts on the same topic(e.g., in illustrations, descriptions, or procedures)</p> | <p>Using a variety of literature students will Identify basic similarities in and differences between two texts on the same topic(e.g., in illustrations, descriptions, or procedures)</p> | <p>Teacher-created assessments</p> | <p>Harcourt HB leveled books Leveled libraries Scholastic News Tumblebooks SAILS Ebooks</p> |
| <p><i>Range of Reading and Level of Text Complexity</i></p> | | | |
| <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p>Using a variety of literature, with prompting and support, students will read informational texts appropriately complex for grade 1.</p> | <p>Teacher-created assessments</p> | <p>Harcourt HB leveled books Leveled libraries Scholastic News Tumblebooks SAILS Ebooks Wilson Foundations</p> |

Reading Standards: Foundational Skills Grade 1

| Learning Standard | Grade 1 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Print Concepts</i> | | | |
| <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence(e.g., first word, capitalization, ending punctuation.)</p> | <p>Students will demonstrate their understanding of the organization and basic features of print.</p> | <p>Harcourt Program Assessments</p> <p>Wilson Foundations</p> <p>SuccessMaker</p> <p>Systematic and Sequential Phonics They Use/Making Words</p> <p>Words Their Way</p> <p>DIBELS</p> <p>DRA's</p> <p>Primary Spelling Inventory</p> | <p>Harcourt</p> <p>Decodable Books</p> <p>Leveled Readers</p> <p>Classroom Leveled Libraries</p> <p>Scholastic News</p> <p>Foundations</p> <p>Explode the Code</p> |

| <i>Phonological Awareness</i> | | | |
|--|--|---|--|
| <p>2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds(phonemes), including consonant blends. c. Isolate and pronounce initial, medial, vowel, and final sounds(phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds(phonemes). | <p>Students will demonstrate understanding of spoken words, syllables, and sounds.</p> | <p>Harcourt Program Assessments</p> <p>Wilson Foundations</p> <p>SuccessMaker</p> <p>Systematic and Sequential Phonics They Use/Making Words</p> <p>Words Their Way</p> <p>DIBELS</p> <p>DRAs</p> | <p>Harcourt</p> <p>Decodable Books</p> <p>Leveled Readers</p> <p>Classroom Leveled Libraries</p> |

| <i>Phonics and Word Recognition</i> | | | |
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| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. | <p>Students will know and apply grade-level phonics and word analysis skills in decoding words</p> | <p>Harcourt Program Assessments</p> <p>Wilson Foundations</p> <p>SuccessMaker</p> <p>Systematic and Sequential Phonics They Use/Making Words</p> <p>Words Their Way</p> <p>DIBELS</p> <p>DRA's</p> | <p>Harcourt</p> <p>Decodable Books</p> <p>Leveled Readers</p> <p>Classroom Leveled Libraries</p> |

| <i>Fluency</i> | | | |
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| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary | <p>Students will read with sufficient accuracy and fluency to support comprehension.</p> | <p>Harcourt Program Assessments</p> <p>Wilson Foundations</p> <p>SuccessMaker</p> <p>Systematic and Sequential Phonics They Use/Making Words</p> <p>Words Their Way</p> <p>DIBELS</p> <p>DRA's</p> | <p>Harcourt</p> <p>Decodable Books</p> <p>Leveled Readers</p> <p>Classroom Leveled Libraries</p> |

Writing Standards Grade 1

| Learning Standard | Grade 1 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> | <p>January and June writing prompts(opinions)</p> | <p>~writing prompts w/rubrics Sept., Jan., June</p> | <p>6+1 Traits of Writing RAFTS and GRASPS</p> |
| <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>Journal entries</p> | <p>~student writing portfolios</p> | <p>Graphic organizers LINKS Poetry frames Poetry anthologies</p> |
| <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. MA.3.A. Write poems with rhyme and repetition.</p> | <p>Acrostic poems</p> | <p>~Writer's workshop</p> | <p>Poem templates Sequencing activities</p> |

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| <i>Production and Distribution of Writing</i> | | | |
| 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Animal reports | Animal reports | Nonfiction books and animal cards for animal reports |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Sharing animal reports using Ladibug projector Using computers to publish reports | Completed reports | Computers Word Storybook Weaver Stationery Studio |
| <i>Research to Build and Present Knowledge</i> | | | |
| 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | Animal reports | ~reports and projects | Non-fiction books about animals (animal cards) |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Animal reports | ~writing/story journals | Animal reports |

Language Standards Grade 1

| Learning Standard | Grade 1 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>)</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>)</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home;</i></p> | <p>Using a variety of leveled materials students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Sept.-Jan.-June Writing Assessments</p> <p>HB Language pages</p> <p>Teacher-made activities and centers</p> <p>Daily journal writing</p> <p>Thematic writing prompts</p> <p>HB Trophies ancillary activities and workbook pages</p> <p>Readers Theater</p> <p>Readers Workshop</p> | <p>Handwriting Without Tears</p> <p>Wilson Foundations</p> <p>Six traits of Writing</p> <p>HB Trophies</p> <p>Scholastic Thematic Units/Books</p> <p>Scholastic.com</p> <p>Scholastic News</p> <p>LINKS</p> <p>Poetry Books</p> <p>Sept.-Jan.-June Writing Assessments</p> <p>HB Language pages</p> <p>Teacher-made activities</p> <p>Center Activities</p> <p>-Daily journal writing</p> <p>Thematic writing prompts</p> <p>HB Trophies ancillary activities and workbook</p> |

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| <p><i>Tomorrow I will walk home).</i></p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, so, because</i>)</p> <p>h. Use determiners(e.g. articles,demonstratives)</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>)</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | | | |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> | <p>Using a variety of leveled activities students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Sept.-Jan.-June Writing Assessments</p> <p>HB Language pages</p> <p>Teacher-made activities</p> <p>Center Activities</p> | <p>HB Trophies</p> <p>Six Traits of Writing</p> <p>Wilson Foundations</p> <p>Handwriting Without Tears</p> <p>LINKS</p> |

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| <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e.</p> <p>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>IS THERE A # 3?</p> | | <p>Daily journal writing</p> <p>Thematic writing prompts</p> <p>HB Trophies ancillary activities and workbook</p> <p>Letter-writing (WEE DELIVER)</p> | <p>Graphic Organizers</p> <p>Charts & Graphs</p> <p>HB Trophies</p> <p>Wilson Foundations</p> <p>Word Wall</p> <p>Personal Student dictionaries</p> <p>Words Their Way</p> |
| <p><i>Vocabulary Acquisition and Use</i></p> | | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>Using a variety of leveled materials and lessons students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> | <p>HB Trophies ancillary activities and workbook pages</p> <p>Variety of teacher-made and professionally published materials</p> <p>Centers</p> | <p>HB Trophies</p> <p>Words Their Way</p> <p>Wilson Foundations</p> <p>Student Dictionaries</p> <p>Word of the Day</p> <p>Charts</p> <p>Poetry</p> <p>Leveled books</p> |

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| <p>a. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>b. Identify frequently occurring root words(e.g., <i>looks, looked, looking</i>)</p> | | | |
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| <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)</p> <p>c. Identify real-life connections between words and their use (e.g. note places at home that are <i>cozy</i>)</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g. <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> | <p>With guidance and support from adults, and using a variety of leveled materials and lessons, students will be able to demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>Word Sorts</p> <p>HB Trophies ancillary activities and workbook pages</p> | <p>HB Trophies</p> <p>Words Their Way</p> <p>Word Sorts</p> <p>Making Words</p> <p>HB Trophies</p> <p>Centers</p> <p>Leveled books</p> <p>Games (“Categories”)</p> <p>Word of the Day</p> <p>Dictionaries</p> <p>Thesaurus</p> <p>Scholastic.com</p> <p>Scholastic resources (books, website)</p> |
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Speaking and Listening Standards Grade 1

| Learning Standard | Grade 1 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions(e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Daily calendar activities</p> <p>Read alouds, follow-up questioning and discussion(s)</p> <p>Stories in HB Trophies, retelling and comprehension activities</p> <p>Show and share activities</p> <p>Projects (individual, partner and groups)</p> <p>Book reports</p> <p>Writing and math journal sharing, print with pictures</p> <p>Pair-share, turn and share</p> | <p>Calendar Time</p> <p>Fall Harvest Project BEAR Month Book Report Animal Report Book Reports Sharing journal writing and thinking</p> <p>Reader’s Theater Pair-Share Turn and Share</p> <p>Collaborative projects</p> <p>Show and Share activities</p> <p>STAR OF THE DAY (MONTH)</p> | <p>HB Trophies</p> <p>Variety of published and teacher-made centers and materials</p> <p>Internet resources</p> <p>Readers’ Theater</p> <p>Poetry resources</p> <p>United Streaming</p> <p>Tumblebooks</p> <p>Scholastic News</p> <p>Leveled libraries</p> <p>Trophies language resources</p> <p>Question-of-the day</p> |

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| <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p>Daily calendar activities</p> <p>Read alouds, follow-up questioning and discussion(s)</p> <p>Stories in HB Trophies, retelling and comprehension activities</p> <p>Show and share activities</p> <p>Projects (individual, partner and groups)</p> <p>Book reports</p> <p>Writing and math journal sharing, print with pictures</p> <p>Pair-share, turn and share</p> | <p>Calendar Time</p> <p>Fall Harvest Project BEAR Month Book Report Animal Report Book Reports Sharing journal writing and thinking</p> <p>Readers' Theater Pair-Share Turn and Share</p> <p>Collaborative projects</p> <p>Show and Share activities</p> <p>STAR OF THE DAY (MONTH)</p> | |
| <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>Students asking questions after reports are shared</p> | <p>Calendar Time</p> <p>Fall Harvest Project BEAR Month Book Report Animal Report Book Reports Sharing journal writing and thinking</p> <p>Readers' Theater Pair-Share Turn and Share</p> | |

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| | | Collaborative projects Show and Share activities STAR OF THE DAY (MONTH) | |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Show and Share Student discussions | Show and Share Student discussions | Trophies resources |
| 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Writing and math journals Reports Projects Responses in HB Trophies | Writing and math journals Reports Projects Responses in HB Trophies | Writing and math journals Reports Projects Responses in HB Trophies |
| 6. Produce complete sentences when appropriate to task and situation (See Grade 1 Language Standard 1) | Journal writing Spelling sentences Descriptive writing | Journal writing Spelling sentences Descriptive writing | Journal writing Spelling sentences Descriptive writing |

Reading Standards for Literature Grade 2

| Learning Standard | Grade 2 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <p>Students are able to answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> | <p>End of Story assessments in Harcourt Trophies Basal</p> <p>Book Reports</p> <p>Guided Reading</p> <p>Group discussions</p> | <p>Story Maps</p> <p>Graphic Organizers</p> <p>Harcourt Trophies Basal</p> <p>Successmaker</p> |
| <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> | <p>Students are able to recount stories, including fables and folktales determining their central message, lesson, or moral</p> | <p>Summarizing</p> <p>Sequencing</p> <p>Problem solving</p> <p>Group discussions</p> | <p>Read-alouds</p> <p>Reader’s Workshop</p> <p>Harcourt Trophies Basal</p> <p>Leveled Books</p> |
| <p>3. Describe how characters in a story respond to major events or challenges.</p> | <p>Students are able to describe how characters in a story respond to major events or challenges.</p> | <p>End of Story assessment in Harcourt Trophies Basal</p> <p>Group Discussion</p> | <p>Venn Diagrams</p> <p>Cause and Effect charts</p> <p>Problem/ steps taken to solve/solution</p> <p>Harcourt Trophies Basal</p> |
| <p>4. Describe how words and phrases(e.g., regular beats, alliteration, rhymes, repeated lines)supply rhythm and meaning in a story, poem, or song.</p> | <p>Students are able to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)supply rhythm and meaning in a story, poem,or song</p> <p>Students are able to describe an overall</p> | <p>Poetry journals</p> <p>Guided Reading Groups</p> <p>Book Reports</p> | <p>Inference Poems</p> <p>Story maps</p> <p>Graphic Organizers</p> |

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| <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> | <p>structure of a story including describing how the beginning introduces the story and the ending concludes the action</p> | <p>Class Discussions</p> | <p>Inference Questions Harcourt Trophies Basal</p> |
| <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | <p>Students are able to acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> | <p>End of Story Assessment in Harcourt Trophies Basal</p> | <p>Plays Reader’s Theater Read-a-louds Partner Reading</p> |
| <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> | <p>Students use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> | <p>Group Discussions End of Story Assessment in Harcourt Trophies Basal Book Reports</p> | <p>Predictions Tumble Books Creating Images Making inferences Story Maps Successmaker</p> |
| <p>MA.8.A. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.</p> | | | |
| <p>9. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or by different cultures.</p> | <p>Students are able to compare and contrast two versions of the same story (e.g. Cinderella stories) by different authors or by different cultures.</p> | <p>Observations Group discussions</p> | <p>Venn Diagrams Harcourt Trophies Basal</p> |

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| <p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>By the end of the year, students will be able to read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Summarize Guided Reading Groups End of Year Assessment in Harcourt Trophies Basal</p> | <p>Leveled books Story Maps Creating Images Poetry Journals</p> |
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Reading Standards for Informational Text Grade 2

| Learning Standards | Grade 2 Benchmark Tasks | Benchmark Assessments | Resources |
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| Key Ideas and Details | | | |
| 1. Ask and answer questions as who, what, where, why, and how to demonstrate understanding of key details in a text. | By using a variety of non-fiction texts children will answer questions as who, what, where, why, and how to demonstrate understanding of key details in a text. | Assessment pages from Harcourt Trophies, Teacher observations, Guided Reading Groups, Tri-folds | Harcourt Trophies Basal, Harcourt Leveled Readers, Teacher selected books, Graphic organizers, Tri-folds. From Seed To Plant, Secret Life of Trees, Emperor's Egg |
| 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | By using a variety of non-fiction texts children will Identify the main topic as well as the focus within the text. | Assessment pages from Harcourt Trophies, Workbook pages, Apply skill to daily work and writing. Teacher observations, Guided Reading Groups. | Harcourt Trophies Basal, Harcourt Leveled Readers, Teacher selected books and Graphic organizers, The Beginners World Atlas, Dinosaurs Travel, Scholastic News |
| 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | By using a variety of non-fiction texts children will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text | Biography Book Reports, Time Lines | Harcourt Trophies Basal, Harcourt Leveled Readers, Teacher selected books, Scholastic News and Graphic organizers From Seed To Plant (beans), Johnny Appleseed, Ruth Law Thrills a Nation, Scholastic News, President's Day |
| 1. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2. | When exposed to theme <i>2.2 Travel Time</i> in Harcourt Trophies children will determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area | Assessment pages from Harcourt Trophies, relevant workbook pages, Guided Reading Groups, | Harcourt Trophies Basal, Harcourt Leveled Readers, 2.2 Travel Time Theme |
| 3. Know and use various text features(e.g., captions, bold print, | By using a variety of non-fiction texts children will know and use various text features(e.g., captions, bold print, | Assessment pages from Harcourt Trophies, relevant workbook pages, Guided | Harcourt Trophies Basal, Harcourt Leveled Readers, Graphic Organizers, |

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| <p>subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> | <p>subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> | <p>Reading Groups,</p> | <p>The Beginner’s World Atlas, The Secret Life of Trees</p> |
| <p>4. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> | <p>By using varied non-fiction texts children will identify the author’s purpose of a text, including what the author wants to answer, explain, or describe.</p> | <p>Assessment pages from Harcourt Trophies, Guided Reading Groups, Teacher Observation</p> | <p>Harcourt Trophies Basal, Harcourt Leveled Readers, teacher selected materials (picture books) How to make an Apple Pie and See The World</p> |
| <p>5. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> | <p>By using varied non-fiction texts children will explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> | <p>Students make diagrams with labels and captions. (science curriculum; trees and magnets)</p> | <p>Harcourt Trophies Basal, Harcourt Leveled Readers, teacher created materials; (science units) Design a toy and label</p> |
| <p>6. Describe how reasons support specific points the author makes in a text.</p> | <p>Students will present reasons that support specific points made by the author.</p> | <p>Oral Presentations for Biographies</p> | <p>Harcourt Trophies Basal, Harcourt Leveled Readers, Evan-Moor Grade 2-3 Read and Understand Celebrating Diversity</p> |
| <p>7. Compare and contrast the most important points presented by two texts on the same topic.</p> | <p>Students will compare and contrast the most important points presented by two texts on the same topic.</p> | <p>Students will complete Graphic Organizers ;(Venn Diagrams) to demonstrate understanding of a variety of subjects.</p> | <p>Harcourt Trophies Basal; (<u>From Seed to Plant</u>). Trade Book (<u>Flowers, Fruit, Seeds</u>) Scholastic News, Nystrom; (cultural features/natural features),</p> |
| <p>8. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Students will read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.</p> | <p>Use of all assessments previously mentioned.</p> | <p>Use of all resources previously mentioned.</p> |

Reading Standards: Foundational Skills Grade 2

| Learning Standards | Grade 2 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Phonics and Word Recognition</i> | | | |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences f. Recognize and read grade-appropriate irregularly spelled words | <p>Students are able to know and apply grade-level phonics and word analysis skill in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, | <p>DIBELS Assessment administered by DIBELS Team</p> <p>DRA Assessments</p> <p>Successmaker</p> <p>Words Their Way Phonics workbook</p> <p>Guided Reading Groups</p> <p>Trophies Harcourt Reading workbook pages</p> <p>Weekly Spelling Assessments</p> <p>Primary Spelling assessments</p> | <p>Words Their Way Book of Poems and Phonics workbooks</p> <p>Trophies Harcourt Basal Reading program and workbook pages</p> <p>DIBELS</p> <p>Successmaker- Initial Reading and Reader’s Workshop</p> <p>Inference Poems</p> <p>Primary Spelling Inventory</p> <p>ELL</p> |
| <i>Fluency</i> | | | |

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| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> | <p>Students are able to read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> | <p>Guided Reading groups</p> <p>Observations (listening)</p> <p>Poetry Journals</p> <p>Reader's Theater</p> <p>Partner Reading</p> <p>RAH! RAH! Sheets</p> <p>Literacy Bags</p> <p>Eager Readers</p> <p>DIBELS</p> | <p>Leveled Books (Harcourt)</p> <p>Library Leveled Books</p> <p>Reader's Theater</p> <p>Poetry Journals</p> <p>Successmaker- Initial Reading/ Reader's Workshop</p> <p>Tumble Books</p> <p>Support Systems- Title, Remedial, and Resource</p> <p>Scholastic News</p> |
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Writing Standards Grade 2

| Learning Standards | Grade 2 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> | <p>Students are able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> | <p>Book Reports Writing Prompts/Rubrics Letters</p> | <p>Graphic Organizers Writer’s Workshop Six Traits Harcourt Trophies Basal Story Maps Venn Diagrams</p> |
| <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> | <p>Students are able to write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> | <p>Writing Prompts/ Rubrics Animal Reports Book Reports Country Reports</p> | <p>Graphic organizers Writer’s Workshop Six Traits Venn Diagrams</p> |
| <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and</p> | <p>Students are able to write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | <p>Six Traits /Rubrics (Voice, Ideas, Organization, Word Choice) Stories Making Connections</p> | <p>Graphic Organizers Writer’s Workshop Six Traits</p> |

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| provide a sense of closure. | | Inferring | Harcourt Trophies Basal Story Maps |
| MA.3.A. Write stories or poems with dialogue. | Students will be able to write stories or poems with dialogue. | Work in Progress Stories Speech Bubbles | Harcourt Trophies Basal Level Books Reading Libraries Read-a-louds |
| <i>Production and Distribution of Writing</i> | | | |
| 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | Students are able, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing | Six Traits/Rubric Directions Persuasive Letters Stories Journal Prompts/Math | Harcourt Trophies Basal Journal (Math weekly) Graphic Organizers Story Maps |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, students will use a variety of digital tools to produce and publish writing. | | Computer keyboarding Library Instruction Kidspiration |
| 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) | Students are able to participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science.) | Animal Report Biographies Country Reports | Teacher-directed Modeling Ladybug Interwrite pad |

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| | | | <p>United Streaming</p> <p>Graphic Organizers</p> <p>Grolier and World Book Online</p> |
| <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Students are able to recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Weekly journals</p> <p>Harcourt Trophies workbook “A” pages</p> <p>Leveled Books –Guided Reading</p> <p>Mid Year Assessment</p> <p>Writing Prompts</p> <p>Inferring</p> | <p>Modeling KWL Chart</p> <p>Harcourt Trophies Basal and workbook</p> <p>Leveled Books</p> <p>Graphic Organizers</p> |

Language Standards Grade 2

| Learning Standard | Grade 2 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group)</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves)</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The</p> | <p>By using a variety of genres children will be able to demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>a. Use collective nouns (e.g., group)</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves)</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)</p> | <p>Journal Writing</p> <p>Harcourt Trophies Workbook pages</p> <p>Story Writing</p> <p>Wee Mail Letter Writing</p> <p>Book Reports (Biographies, Countries) – presentation quality</p> <p>Weekly Spelling sentences</p> <p>Poetry journals</p> <p>Math Journals</p> | <p>Harcourt Trophies Basal</p> <p>Volume 1 Theme 1,2,3</p> <p>A. <u>The Enormous Turnip</u> by Alexei Tostoy</p> <p>Workbook page 46, <u>Just For You</u></p> <p><u>The Day the Boa Ate the Wash</u> by Trinka Hakes Noble</p> <p>Workbook page 16, <u>Just for You</u></p> <p>B. <u>Mr. Putter and Tabby Fly a Plane</u> by Cynthia Rylant</p> <p>Workbook page 63 <u>Just For You</u></p> <p>C. <u>The Mixed Up Chameleon</u> by Eric Carle</p> <p>Workbook page 5 Just For You</p> <p>D. <u>Max Found Two Sticks</u> by Brian Pinkney</p> <p>Workbook page 63 <u>Banner Days</u></p> <p>E. <u>How I spent My Summer Vacation</u> by Mark Teaque</p> |

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| <p>boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)</p> <p>MA.1.g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S.,months, days of the week, a.m., p.m.)</p> | <p>By using a variety of genres students are able to read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods(e.g. Dr., Ms., Mrs., St., Rd., Ave., MA., U.S., months, days of the week, a.m., p.m.)</p> | <p>Harcourt Trophies Workbooks</p> <p>Wee Mail Letter Writing</p> <p>Journal Writing</p> <p>Guided Reading Groups</p> <p>Flat Stanley Letter Writing</p> <p>Biography Book Report</p> <p>Writing Assessments in September, January, and June</p> <p>Primary Spelling Assessments</p> | <p>Workbook page 14 <u>Banner Days</u></p> <p><u>Dear Mr. Blueberry</u> by Simon James</p> <p>Workbook page 22 <u>Banner Days</u></p> <p>F. <u>The Mixed Up Chameleon</u> and <u>The Enormous Turnip</u></p> <p>Book Report Requirements</p> <p>MA.1.g. <u>Watermelon Day</u> by Kathi Appelt</p> <p>Workbook page 113, <u>Just For You</u></p> |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> | <p>2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a.Capitalize holidays, product names, and geographic names.</p> <p>b.Use commas in greetings and closings of letters.</p> | <p>Harcourt Trophies Workbooks</p> <p>Wee Mail Letter Writing</p> <p>Journal Writing</p> | <p>2. <u>Johnny Appleseed</u> by Pleasant deSpain</p> <p>Workbook page 89 <u>Just for You</u></p> <p><u>From Seed to Plant</u> by Gail Gibbons</p> |

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| <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words(e.g., cage—badge, boy—boil)</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings)</p> | <p>c.Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d.Generalize learned spelling patterns when writing words(e.g., cage—badge, boy—boil)</p> <p>e.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings)</p> | <p>Guided Reading Groups</p> <p>Flat Stanley Letter Writing</p> <p>Biography Book Report</p> | <p>Workbook page 97 <u>Just for You</u></p> <p><u>The Secret Life of Trees</u> by Chiara Chevallier</p> <p>Workbook page 105 <u>Just for You</u></p> <p>B.<u>Flat Stanley</u> by Jeff Brown</p> <p>Flat Stanley Outline</p> <p>C. <u>Good-bye Curtis</u> by Kevin Henkes</p> <p>Workbook page 51</p> <p><u>Banner Days</u></p> <p><u>Ruth Law Thrills a Nation</u></p> <p>By Don Brown</p> <p>Workbook page 119 <u>Banner Days</u></p> <p><u>Pumpkin Fiesta</u> by Caryn Yakowitz</p> <p>Workbook page 121</p> <p><u>Just For You</u></p> |
| <p><i>Knowledge of Language</i></p> | | | |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> | <p>Students will be able to use the knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>a. compare formal and informal uses of English</p> | <p>Journal Writing</p> <p>Story Writing</p> <p>Wee mail letter Writing</p> <p>Weekly Spelling sentences</p> <p>Book Reports</p> <p>Math Journals</p> | <p>Harcourt Trophies Practice (Reading) workbook Theme 2.2(see pages attached for each story)</p> <p>Harcourt</p> <p>Trophies Basal Theme 2.2</p> <p><u>The Day Jimmy’s Boa Ate the Wash</u> by Trinka Hakes Noble</p> |

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| | | <p>Poetry journals</p> <p>Reading fluency through observation</p> <p>Harcourt Trophies Reading Assessment “A pages”</p> <p>DIBELS</p> <p>Writing Prompts</p> <p>Primary spelling assessment</p> | <p><u>How I spent My Summer Vacation</u> by Mark Teaque</p> <p><u>Dear Mr. Blueberry</u> by Simon James</p> <p><u>Cool Ali</u> by</p> <p><u>The Emperor’s Egg</u> by</p> <p><u>The Pine Park Mystery</u> by</p> <p><u>Good-bye Curtis</u> by Kevin Henkes</p> <p><u>Max Found Two Sticks</u> by Brian Pinkney</p> <p><u>Anthony Reynoso: Born to Rope</u> by</p> <p><u>Chinatown</u> by</p> <p><u>Abuela</u> by</p> <p><u>Beginner’s World Atlas</u> by</p> <p><u>Dinosaur’s Travel</u> by</p> <p><u>Montique on the High Seas</u> by</p> <p><u>Ruth Law Thrills a Nation</u> by</p> <p>Book Report Rubrics</p> <p>Math Journal Template</p> <p>Letter writing Template</p> <p>Writing Prompts</p> <p>Primary spelling</p> <p>Dibels</p> |
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| <i>Vocabulary Acquisition and Use</i> | | | |
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| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words(e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)</p> <p>e. Use glossaries and beginning</p> | <p>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from array strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words(e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)</p> <p>e.both print and digital, to determine or clarify the meanings of words and phrases.</p> | <p><u>Harcourt Trophies</u> Workbook “A” pages</p> <p><u>Harcourt Trophies</u> workbook pages for each selection</p> <p>Book Reports</p> <p>Weekly spelling sentences</p> <p>Story writing</p> <p>Letter Writing</p> <p>Journal Writing (weekly and math)</p> <p>Writing Prompts</p> <p>End of Year Reading Assessment</p> <p>Dibels</p> <p>Success Maker</p> | <p>Transparencies</p> <p>Writing prompts</p> <p>Harcourt Trophies end of Year Assessment</p> <p>Dibels</p> <p>Book Report requirements/rubric</p> <p>The Mixed up Chameleon</p> <p>Get Up and Go</p> <p>Henry and Mudge Under The Yellow Moon</p> <p>Days With Frog and Toad</p> <p>Wilson Sat Alone</p> <p>Johnny Appleseed</p> <p>From Seed to Plant</p> <p>The Secret Life of Trees</p> <p>Watermelon Day</p> <p>Pumpkin Fiesta</p> <p>The Enormous Turnip</p> <p>Helping Out</p> <p>Mr. Putter and Tabby Fly a Plane</p> <p>Hedgehog Bakes a Cake</p> <p>Lemonade For Sale</p> |

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| <p>dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.</p> | | | <p>The Pine Park Mystery Good-bye Curtis Max Found Two Sticks Anthony Reynoso:Born to Rope Chinatown The Day the Boa Ate the Wash How I Spent My Summer Vacation Dear Mr. Blueberry Cool Ali The Emperor's Egg Abuela Beginner's Atlas Dinosaur's Travel Montique on the High Seas Ruth Law Thrills a Nation Dictionaries Success Maker</p> |
| <p>5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use(e.g., describe foods that are spicy or juicy)</p> | <p>Students demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)</p> <p>b. Distinguish shade of meaning among closely related verbs(e.g., toss, throw, hurl) and closely related adjectives(e.g., thin,</p> | <p>Harcourt Trophies reading Workbook pages</p> <p>Poetry Journals</p> <p>Journal Writing</p> <p>Weekly spelling Sentences</p> <p>Guided Reading Groups</p> | <p>Transparencies (1-)</p> <p>Writing Prompts</p> <p>Primary Spelling</p> <p>Harcourt Trophies Basal and workbook</p> <p><u>Henry and Mudge Under the Yellow Moon</u> by</p> |

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| <p>b. Distinguish shade of meaning among closely related verbs(e.g., toss, throw, hurl) and closely related adjectives(e.g., thin,slender, skinny, scrawny)</p> | <p>slender, skinny, scrawny)</p> <p>Introduce vocabulary through stories. Vocabulary is practiced throughout the week, and assessed at the end of the week.</p> | <p>Writing Prompts</p> <p>Primary spelling</p> | <p>Workbook page 24</p> <p><u>Wilson sat Alone</u> by</p> <p>Workbook page 40</p> <p><u>The Pine Park Mystery</u> by</p> <p>Workbook page55</p> <p><u>Max Found Two Sticks</u> by</p> <p>Workbook page 65</p> <p>Children Dictionaries</p> <p><u>B. How I spent My Summer Vacation</u> by</p> <p>Workbook page 14</p> <p>Dear Mr. Blueberry by</p> <p>Workbook pages 22</p> |
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| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p> | <p>Students use words, and phrases acquired through conversations, reading, and being read to, and responding to tests, including using adjectives and adverbs to describe(e.g. When other kids are happy that makes me happy).</p> | <p>Oral presentations Guided Reading Writing Prompts Weekly journals Class discussions Weekly Spelling sentences Story writing Responding to a selection read Responding to poetry in Poetry journals</p> | <p>Harcourt Trophies Basal selections Book Report Requirements Leveled Books Writing Prompts Poems</p> |
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Speaking and Listening Standards Grade 2

| Learning Standard | Grade 2 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts</p> | <p>Students are able to participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups.</p> <p>a. Students participate in a whole group discussion to agree-upon rules for gaining the floor in respectful ways, such as raising their hands, waiting for the speaker to stop talking, taking turns talking, and when the teacher is talking, they are not. This is an ongoing process throughout the year</p> <p>b. Students are encouraged to express their thoughts along with others .during Science exploration, Math journals, everyday discussions.</p> <p>c. Students are given a safe environment to encourage clarification and explanation during Book reports, reviewing stories from Harcourt Trophies or Read-a-louds. Also through Science explorations , and math concepts that are introduced.</p> <p>Children are allowed to question another child's strategy for their end results.</p> <p>Also students are able to feel safe to ask clarification for directions in large and small</p> | <p>Observation</p> <p>During Science exploration and discussion</p> <p>Book Reports</p> <p>Making connections with stories</p> <p>Sharing facts learned through Non-fiction genres.</p> <p>Through class presentations students are able to explanations for areas they need more clarification.</p> <p>Group discussions</p> <p>Questions during presentations</p> | <p>Science Foss Kits</p> <p>Scholastic News</p> <p>Book Reports (animal Habitat, Jackdaw Report, Biography, Mystery, Country)</p> <p>Read-a-louds</p> <p>Math Journals</p> <p>Weekly Harcourt Trophies Stories</p> <p>Chart paper for listing Rules for classroom</p> |

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| under discussion. | groups | | |
| 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | <p>Students read Harcourt Trophies stories and are able to recount through retelling</p> <p>Students are able to explain key ideas using graphic organizers, such as flow charts, Story maps, Fact sheets, etc.</p> | <p>Explaining Story Maps and other graphic organizers</p> <p>Reading Group Discussions</p> <p>Whole group discussions</p> <p>Book Reports</p> <p>Question and answers</p> <p>Teacher Observation</p> | <p>Harcourt Trophies Basal stories</p> <p>Graphic Organizers</p> <p>Book Reports (animal Habitat, Jackdaw Report, Biography, Mystery, Country)</p> |
| 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | <p>c.Students are given a safe environment to encourage clarification and explanation during Book reports, reviewing stories from Harcourt Trophies or Read-a-louds and Science explorations</p> | <p>Group discussions</p> <p>Ask to retell directions</p> <p>Reading groups</p> <p>Presentations (Science, Math, Book Reports)</p> | <p>Book Reports (animal Habitat, Jackdaw Report, Biography, Mystery, Country)</p> <p>Science Foss Kits</p> |
| 4. Create audio recordings of stories and poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | |

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| <p>5. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> | <p>Students are able to produce complete sentences when appropriate to task and situations through QPA through Book Report presentations</p> <p>When explaining strategies in math to their classmates</p> <p>During Science exploration</p> | <p>Math Journals</p> <p>Reading Group Discussions</p> <p>Whole group discussions</p> <p>Science Exploration</p> <p>Book Reports</p> <p>Question and answers</p> <p>Teacher Observation</p> | <p>Math Journals</p> <p>Book Reports (animal Habitat, Jackdaw Report, Biography</p> <p>Foss Kit</p> <p>Math Journals</p> |
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Reading Standards for Literature Grade 3

| Learning Standard | Grade 3 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Details and Ideas</i> | | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Students will answer the Think and Respond questions at the end of each selection of our Harcourt Basal | Theme I, II, Midyear and End of Year assessments from our Harcourt Basal AR Tests, SuccessMaker | Harcourt Trophies – selections and activities, including workbook pages |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Students will recount stories such as selections from Basal- “Sayings we Share, Proverbs and Fables”, “Lon Po Po”, “Coyota Places the Stars” and Why Mosquitos Buzz in People’s Ears” | End of Selection assessments and teacher observation | Harcourt Trophies Read Alouds |
| 3. Describe how characters in a story respond to major events and challenges. | Students will describe how characters in a story respond to major events and challenges. | End of Selection assessments and teacher observation | Harcourt Trophies Disability Book Report, <u>Squanto</u> , “Stories Julian Tells” , “Ramona” and “Leah’s Pony” |
| <i>Craft and Structure</i> | | | |

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| <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> | <p>Students will determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> | <p>End of Selection assessments and teacher observation</p> | <p>Harcourt Trophies Morning work, Vocabulary activities for every selection in basal</p> |
| <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> | <p>Students will refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.</p> <p>Students will describe how each successive part builds on earlier sections.</p> | <p>Theme tests, teacher observation and MCAS practice activities</p> | <p>Harcourt Trophies and other resource books</p> <p><u>Squanto</u> summaries</p> <p>Poetry responses throughout the year and MCAS practice activities.</p> |
| <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p> | <p>Students will distinguish their own point of view from that of the narrator or those of the characters.</p> | <p>Completion of Think and Respond activities</p> | <p>Harcourt Trophies and other resource books</p> <p>“Turtle Bay” and “Pepita” Think and Respond activities</p> |
| <p><i>Integration of Knowledge and Ideas</i></p> | | | |
| <p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> | <p>Students will explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p> | <p>Selection and Theme Assessments and teacher observation</p> | <p>Harcourt Trophies</p> <p>“The Olympics: Where Heroes are Made”, “Balto”, “Officer Buckle and Gloria” and “Nate the Great San Francisco Detective”</p> |

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| <p>MA.8.A. Identify elements of fiction(e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia)</p> | <p>Students will identify elements of fiction and elements of poetry.</p> | <p>Selection and Theme Assessments and teacher observation</p> | <p>Harcourt Trophies Read alouds Poetry activities</p> |
| <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters(e.g., in books from a series)</p> | <p>Students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> | <p>Student comparisons of both stories</p> | <p>Sarah, Plain, and Tall Caleb’s Story Skylark</p> |
| <p><i>Range of Reading and Level of Text Complexity</i></p> | | | |
| <p>4. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> | <p>Students will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> | <p>End of the Year Assessment GRADE assessment Student conferencing/guided reading group responses Teacher observation AR Assessments</p> | <p>Harcourt Trophies Trade Books AR Books</p> |

Reading Standards for Informational Text Grade 3

| Learning Standard | Grade 3 Benchmark Tasks | Benchmark Assessments | Resources |
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| Key Ideas and Details | | | |
| <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> | <p>Students will read selection from basal, “Olympic Games: Where Heroes are made”</p> | <p>Students will answer the Think and Respond questions for “Olympic Games: Where Heroes are Made” as well as the end of selection assessment.</p> | <p>Harcourt Trophies Basal Science Text: <u>Discovery Works</u></p> <p>Social Studies Text: <u>Massachusetts</u></p> <p>Plainville Flipbook</p> <p>Accelerated Reader</p> |
| <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> | <p>Throughout the year for each selection read students are asked to determine the main idea, recount key details and explain how they support their answers by using information from the text.</p> | <p>Teacher observation</p> <p>Teacher questioning during reading of selection</p> | <p>Harcourt Trophies Basal</p> <p><u>Squanto, Friend of the Pilgrims</u></p> <p>Massachusetts Textbook</p> <p>Plainville Flipbook</p> <p>Accelerated Reader</p> |
| <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p>Students will read selection from basal, “Sending a Message” and be able to read and understand the timeline.</p> | <p>Students will be able to develop a timeline of at least 5 important events pertaining to the Revolutionary War.</p> | <p>Massachusetts Textbook</p> <p>Harcourt Trophies Basal</p> <p>Online Encyclopedias</p> |
| Craft and Structure | | | |

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| <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> | <p>Students will read “Word Power” selections for each selection in The Harcourt Trophies Basal. They will determine the meaning of the selection words by using context clues.</p> | <p>Teacher observation in group activities. Workbook page that goes with each selection pertaining to vocabulary</p> | <p>Harcourt Trophies Basal and workbook Science Text: <u>Discovery Works</u> Social Studies Text: <u>Massachusetts Plainville Flipbook</u></p> |
| <p>5. Use text features and search tools(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p>Students will read different texts in the basal, social studies and science text books. They will use different search tools in these to locate information.</p> | <p>Teacher observation Research projects: Planets, Polar Animal Research Project</p> | <p>Science Text: <u>Discovery Works</u> Social Studies Text: <u>Massachusetts Plainville Flipbook</u> Online Encyclopedias</p> |
| <p>1. Distinguish their own point of view from that of the author of a text.</p> <p></p> | <p>Read Selection from Harcourt Trophies Basal: “Pepita Talks Twice”</p> | <p>Students will write a paragraph explaining their own point of view about whether it is good or not that Pepita is able to speak two languages. Disability book report(?)</p> | <p>Harcourt Trophies Basal</p> |

| <i>Integration of Knowledge and Ideas</i> | | | |
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| <p>6. Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text(e.g., where, when, why, and how key events occur)</p> | <p>The students will read the selection from the basal, “Balto”</p> | <p>Using the maps and illustrations the students will be able to complete the end of selection assessment</p> | <p>Harcourt Reading Basal Massachusetts Textbook Discovery Works Textbook Plainville Powerpoint</p> |
| <p>7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.</p> | <p>The students will read the selection from the basal, “Why Mosquitoes Buzz in People’s Ears”</p> | <p>The students will be able to complete a sequence chart of events, including what caused each event.</p> | <p>Harcourt Reading Basal Read Alouds <u>Squanto, Friend of the Pilgrims</u> <u>Social Studies book(are there any cause and effect activities?)</u></p> |
| <p>8. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> | <p>The students will compare and contrast the most important points and key details presented in two texts on the same topic.</p> | <p>This will need to be worked on next year.</p> | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| <p>9. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity</p> | <p>Throughout the year they read whole group and individually their science and social studies text books</p> | <p>Teacher observation Last chapter of Social Studies, Massachusetts textbook- Read independently and answer questions for review.</p> | <p>Science Text: <u>Discovery Works</u> Social Studies Text: <u>Massachusetts</u> Plainville Flipbook Plainville Powerpoint</p> |

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| band independently and proficiently. | | | |
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Reading Standards: Foundational Skills Grade 3

| Learning Standard | Grade 3 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Phonics and Word Recognition</i> | | | |
| <p>3.Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b.Decode words with common Latin suffixes.</p> <p>c.Decode multisyllable words.</p> <p>d.Read grade-appropriate irregularly spelled words.</p> | <p>A,b. Trophies Activities – “Ramona Forever”, “The Talent Show”, Morning work and</p> <p>c. “Officer Buckle and Gloria”, “Nate the Great, San Francisco Detective” , “ Rosie, A Visiting Dog Story” and <u>Words Their Way</u> sorts</p> <p>d. Throughout our Trophies basal.</p> | <p>The before mentioned activities are our assessments. Teacher observation and written work. Questions on every theme test.</p> | <p style="text-align: center;">Trophies</p> <p style="text-align: center;">Successmaker</p> <p style="text-align: center;">Accelerated Reader</p> <p style="text-align: center;">Words Their Way</p> <p style="text-align: center;">Morning Work</p> |

| <i>Fluency</i> | | | |
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| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Trophies stories</p> <p><u>Discovery Works</u> – Science book</p> <p><u>Massachusetts-</u> Social Studies Book</p> <p>Fluency Center</p> <p>Creation of Poetry Books comprised of poems written by students.</p> | <p>Story Test and Theme Tests that go along with the Trophies Stories.</p> <p>DIBELS</p> <p>Smart Goal Assessment for Inference</p> | <p>Trophies</p> <p>Morning work</p> <p>Accelerated Reader</p> <p>SuccessMaker</p> |

Writing Standards Grade 3

| Learning Standard | Grade 3 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases(e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> | <p style="text-align: center;">While reading “Turtle Bay”</p> <ul style="list-style-type: none"> • create a persuasive poster for a poster contest • Explaining(listing) reason why people should or shouldn’t protect beaches | <p>Write a letter explaining why their poster should be chosen.</p> <p style="padding-left: 40px;">Theme: Protect the beach</p> <p>VOICE – opinion (persuasive piece of writing)</p> <p>A RAFT will be developed for directions.</p> | <p style="text-align: center;">Trophies</p> <p style="text-align: center;">Story “Turtle Bay”</p> <p style="text-align: center;">Online encyclopedias</p> <p style="text-align: center;">Nonfiction text</p> |

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| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. | <p>The students will participate in a field trip through Plainville and collect information about the town through note taking. As a class they will share information and then write paragraphs.</p> | <p>After visiting Plimoth Plantation the students will write about what they learned and experienced.</p> <p>June Writing Prompt using 6+1 writing rubric for all traits</p> | <p>Field Trip to Plimoth Plantation.</p> <p>Graphic organizers</p> <p>Field Trip through Plainville</p> <p>6+1 Writing Rubric</p> |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and | <p>“Nate, the Great San Francisco Detective” from Trophies</p> <p>Personal Narrative – Transparencies 24-25</p> <p>Animal Jobs activity from selection “Wild Shots, They’re My Life”</p> | <p>Nome Daily News Activity</p> <p>From Trophies selection: “Balto”</p> | <p>Harcourt Trophies Basal</p> <p>Harcourt Transparencies 24-25</p> <p>Graphic Organizers</p> <p>Sequence charts</p> <p>6+1 Traits of Writing</p> |

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| <p>descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> | | | |
| <p>MA.3.A. Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.</p> | <p>Through the Story “Papa Tells Chita A Story” transparency 146 Figurative language</p> | <p>Writing Poems using poem templates</p> <p>Final copy for publication</p> | <p>Harcourt Trophies Basal</p> <p>Poem templates</p> |
| <p><i>Production and Distribution of Writing</i></p> | | | |
| <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> | <p>book reports MYSTERY DISABILITY—given a rubric and templates</p> | <p>June Writing Prompt</p> | <p>Rubrics</p> <p>Writing templates</p> <p>Nonfiction books for Disability book report</p> <p>Fiction books for Mystery book report</p> |
| <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should</p> | <p><u>Squanto, Friend of the Pilgrims</u></p> <p>Summary storyboards written together</p> <p>Chapters 1-12</p> | <p><u>Squanto, Friend of the Pilgrims</u></p> <p>Summary storyboards done independently</p> | <p>Book:</p> <p><u>Squanto, Friend of the Pilgrims</u></p> <p>Rubrics</p> |

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| demonstrate command of Language standards 1-3 up to and including grade 3. | | Chapters 13-14 | |
| 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | As a class create and publish a poem on the computer | Students will independently create and publish a poem on the computer | Computer Poem templates |
| <i>Research to Build and Present Knowledge</i> | | | |
| 7. Conduct short research projects that build knowledge about a topic. | Planet reports | Polar Animal report | Nonfiction Space books Nonfiction Polar Regions books Graphic organizers Paragraph templates Online encyclopedias |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | Six Trait activities | End of Year writing prompt about Plimoth Plantation | Note sheets Graphic organizer Paragraph templates Field trips |
| <i>Range of Writing</i> | | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, | Planet Reports, writing journal, math journals, polar animals reports, disability book report | Smart Goal assessments for math and writing, Teacher observation | RAFTS Rubrics Graphic organizers Paragraph templates |

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| purposes, and audiences. | | | Online encyclopedias Nonfiction books |
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Language Standards Grade 3

| Learning Standard | Grade 3 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and the usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g. childhood)</p> <p>d. Form and use regular and irregular verbs</p> <p>e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk)</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions</p> <p>i. Produce simple</p> | <p style="text-align: center;">a-i</p> <p>Lesson that coincide with each part of speech in our <u>Trophies</u> basal reader, <u>Words Their Way</u> sorts with activities and <u>World of Language</u> Text book.</p> <p>We will need additional time to investigate other tasks that these two resources do not cover.</p> <p>There is on-going collaboration between the third and fourth grade teachers on this learning standard.</p> | <p style="text-align: center;">a-i</p> <p><u>Trophies</u> basal reader workbook pages and <u>World of Language</u> Text book practice and reteach activities. <u>Words Their Way</u> sorts with activities.</p> <p>Morning Work</p> <p>Book Report presentations and written reports</p> <p>Simple Machine Expo presentations and written report</p> <p>Planet presentations</p> <p>Teacher observation</p> <p>September – January – June Writing Assessments</p> <p>September – January – June Elementary Spelling Inventory</p> | <p style="text-align: center;">a-i</p> <p><u>Trophies</u></p> <p>Teacher made centers</p> <p>Journal Writing</p> <p><u>World of Language</u> Text book</p> <p>Morning Work</p> <p><u>Words Their Way</u></p> <p>September – January – June Writing Assessments</p> <p>Success Maker</p> <p>Accelerated Reader</p> <p>6 Traits of Writing with rubrics</p> <p>Grammar Read Alouds-</p> <p>Words are Categorical books</p> <p>Read & Practice Mini-Books – Grammar and Punctuation by Scholastic</p> |

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| <p>compound and complex sentences</p> | | | |
| <p><u>Knowledge of Language</u></p> <p>3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written English.</p> | <p>Teacher directed instruction</p> <p>Guided practice</p> <p>Independent work</p> | <p>Book Report presentations and written reports</p> <p>Simple Machine Expo presentations and written report</p> <p>Planet presentations</p> <p>Teacher observation</p> | <p>Trophies</p> <p>Teacher made centers</p> <p>Journal Writing</p> <p>World of Language Text book</p> |
| <p>4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level content as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care care/careless.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.(e.g., company, companion)</p> | <p>a. and d.</p> <p>For science and social studies and <u>Trophies</u> selections- Vocabulary Power pages. Students are to determine meaning of content words by using context clues. If meaning can not be determined by content clues then they will use dictionary or glossary.</p> | <p>Teacher observation</p> <p>Unit tests</p> <p>Morning work</p> <p>Center work</p> | <p>Online Dictionaries</p> <p>Dictionaries</p> <p><u>Trophies</u> Basal</p> <p><u>World of Language</u> Textbook</p> |

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| <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | | | |
| <p>5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty(e.g., knew, believed, suspected, heard, wondered). | <p>Direct instruction on vocabulary for each selection in the Trophies basal.</p> <p>Guided practice</p> <p>Independent work</p> | <p>Worksheets for vocabulary for each selection in the Trophies basal.</p> | <p>Trophies</p> <p>Teacher made centers</p> <p>Journal Writing</p> <p>World of Language Text book</p> <p>Morning work</p> |

Speaking and Listening Standards Grade 3

| Learning Standard | Grade 3 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts</p> | <p>1. Teacher directed lessons “Think and Respond” questions from Harcourt Basal selections</p> <p>Then small group discussions.</p> <p>b. STARS</p> <p>Sit up</p> <p>Track the speaker</p> <p>Ask and Answer questions</p> <p>Respectful listening</p> <p>Smile</p> | <p>Teacher observation</p> | <p><u>Massachusetts Textbook</u></p> <p>Harcourt Basal</p> <p>Science Text: <u>Discovery Works</u></p> |

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| <p>under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> | | | |
| <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p><u>Squanto, Friend of the Pilgrims</u></p> <p>Whole Class read aloud</p> <p>Modeling summarizing on story board first 10 chapters. The next 3 they do with a partner then the last one they do independently.</p> | <p>Teacher observation</p> <p>Last 4 chapters of <u>Squanto, Friend of the Pilgrims.</u></p> | <p><u>Squanto, Friend of the Pilgrims</u> by Clyde Robert Bulla</p> |
| <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p>Disability Book report presentation</p> <p>Famous People of Massachusetts Presentations</p> | <p>Teacher Observation</p> | <p>Disability book report</p> <p>Famous People of Massachusetts Presentations</p> |
| <p><i>Presentation of Knowledge and Ideas</i></p> | | | |
| <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | <p>Disability Book report presentations</p> <p>Famous People of Massachusetts Presentations</p> | <p>Teacher Observation</p> | <p>Disability book report</p> <p>Famous People of Massachusetts Presentations</p> |

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| <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> | <p>We need to work on this</p> | | |
| <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See Language standards 1 and 3 for grade 3)</p> | <p>We do this on a daily basis.</p> | <p>Teacher observation</p> | <p>No materials needed</p> |

| Learning Standard | Grade 4 Benchmark Tasks | Benchmark Assessment | Resources |
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| <i>Key Ideas and Details</i> | | | |
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <u>Shiloh</u> – Students will make inferences throughout the text (inferring feelings, motives, character traits, etc.). They will support each inference with specific evidence from the text. | Shiloh reading response journal. Students show ability to activate their prior knowledge and make an appropriate inference. | <u>Shiloh</u> Reading Response Journal |
| 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | <u>Shiloh</u> – Students will determine the theme of the story, drama, or poem from details in the text and summarize the text. Essential Questions posed at beginning: What does Phyllis Reynolds Naylor want us to learn after reading his book? Is the difference between right and wrong always obvious? How do life challenges make us more mature? Is honesty always the best policy? | Final draft of Theme paragraph, demonstrating an ability to identify the theme (loyalty) and be able to support the theme with specific evidence from the text. | <u>Shiloh</u> Theme graphic organizers for paragraph writing and final draft Theme paragraphs at the end of the text |
| 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions). | <u>Shiloh</u> – Students will describe a collection of character traits, supporting traits with specific evidence from the text and background knowledge of traits/indicators. Focus on Judd and Marty. Secondary characters should be discussed as well. | Reading response journal Ability to participate in discussion | <u>Shiloh</u> Reading Response Journal Classroom collection of traits posted with evidence from text |

| <i>Craft and Structure</i> | | | |
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| <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).</p> | <p>Students will practice writing meaningful sentences showing an understanding of the word.</p> <p>Students will use “Vocabulary Power” in Trophies Series before reading a story.</p> <p>Students will provide a definition as well as the clues that led them to the definition.</p> <p>Folktales Powerpoint</p> | <p>Correctly identifying definition of new word, and able to provide the clues provided in the text.</p> | <p>Harcourt Trophies Basal Series</p> <p>Explicit teaching about using “Context Clues”</p> |
| <p>5. Explain major differences between poems, drama, and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> | <p>Students will explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p><u>Drama</u>: Read and discuss parts of “The Baker’s Neighbor” by Adele Than.</p> <p><u>Poem</u>: (example): “A Bird Came Down” by Emily Dickinson – read poem chorally, discuss rhythm & rhyme and verses, act out verses, look at figurative language</p> <p>*Follow-up by discussing “prose” as your typical writing. Complete Triple-Venn diagram focusing on drama, poetry, and prose. Look for patterns, differences, examples, etc.</p> | <p><u>Drama</u>: students write their own vocabulary skits, including proper set up with characters, setting, stage directions, etc.</p> <p><u>Poem</u>: Students will write their own nature-inspired poems following a certain rhythm and rhyme.</p> <p>Prose: Students will be able to explain the similarities and differences between drama, poetry, and prose. They will do this in the form of discussion, and a triple Venn diagram.</p> | <p><u>Drama</u>: “The Baker’s Neighbor” – page 152 in text, model skit writing/graphic organizer</p> <p><u>Poem</u>: http://edsitement.neh.gov/lesson-plan/emily-dickinson-poetic-imagination-leap-plashless#sect-thelesson/ copies of poem, copies of web cluster and graphic organizer</p> <p>Prose/contrast</p> <p><u>Prose</u>: provide examples of each type, create triple Venn diagram</p> |

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| <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> | <p>Students will compare and contrast the different points of view in two stories by reading the original version of <u>The Three Little Pigs</u> and then reading the fractured fairy tale in the perspective of the wolf, <u>The Real Story of the Three Little Pigs</u> by Jon Scieszka.</p> | <p>Students discuss the differences, and explain why different characters have different perspectives (discuss personal motives). Extension: Students write their own fractured fairy tale based on an original, in the perspective of the antagonist.</p> | <p><u>The Three Little Pigs</u>. <u>The Real Story of the Three Little Pigs</u> by Jon Scieszka. Copies of texts</p> |
| <p><i>Integration of Knowledge and Ideas</i></p> | | | |
| <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> | <p>Students will read <u>Shiloh</u> and watch movie upon completion. Take notes throughout the movie noting differences. Essential Question: If changes were in fact made, tell me WHY the producer made such changes.</p> | <p>Students will identify at least 5 changes and infer why such changes were made.</p> | <p><u>Shiloh</u> Movie and book</p> |
| <p>8. (Not applicable to Literature)</p> | | | |
| <p>MA.8.A. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.</p> | <p>Students collect similes and metaphors in <u>Shiloh</u>, by Phyllis Reynolds Naylor.</p> <p>Essential Question: How does the use of figurative language make a text more interesting?</p> | <p>Students are able to identify similes and metaphors. They are also able to explain why authors use these forms of figurative language.</p> | <p>Sentence strips Visuals that show the items being compared Copies of the novel, <u>Shiloh</u></p> |

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| <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p> | <p>Students read a collection of age-appropriate folk tales (Folktale Unit in the spring) Ex: <i>One Grain of Rice</i> and <i>The Emperor and the Kite</i> – (Don’t underestimate people.)</p> <p>They will make text-to-text connections on overarching themes such as honesty, good vs. evil, etc.</p> | <p>Ability to make and communicate text-to-text connections</p> | <p>A collection of folk tales</p> <p>Small group center-based</p> <p><i>*The Emperor and the Kite</i> is a folktale found on page 176 of the Trophies Series</p> |
| <p><i>Range of Reading and Level of Text Complexity</i></p> | | | |
| <p>10. By the end of the year, read and comprehend literature, including stories, dramas and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Students will read at increasing complexity over the course of the year. Grade 4 Tradebooks</p> <ol style="list-style-type: none"> 1.) <u>Frindle</u> (read aloud to class) 2.) <u>Where the Mountain Meets the Moon (?)</u> (read aloud and independent) 3.) <u>Shiloh</u> (read aloud and independent) 4.) <u>Literature Circles</u> (mostly independent) <p>Students will participate in various close reading activities of complex text.</p> | <p>Ongoing/informal- reading reflection logs, discussion with teachers, anecdotal notes, guided reading</p> <p>Formal: STAR Reading, DIBELS – compare fall scores with spring scores</p> | <p>Copies of trade books in the 4-5 text complexity range</p> |

Reading Standards for Informational Text Grade 4

| Learning Standard | Grade 4 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>In each Social Studies lesson, students are asked to read and respond by providing specific examples from the text.</p> <p>Students read monthly issues of National Geographic Explorer (Pathfinder Edition) with a purpose (infer and prove).</p> | <p>SS Example (Midwest): Students read the lesson “A Route to the Sea” and are asked to infer why the Midwest is a center for trade and transportation, by citing 3 specific examples from the text. (page 232)</p> <p>Students are able to draw inferences from the text, and explain their thinking in writing.</p> | <p style="text-align: center;">Regions text book</p> <p style="text-align: center;">Worksheet</p> <p style="text-align: center;">National Geographic Explorer magazine.</p> |
| <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> | <p>In each Social Studies lesson, students are asked to identify the main idea, and provide details to support.</p> <p>Students read monthly issues of National Geographic Explorer (Pathfinder Edition) with a purpose (infer and prove).</p> | <p>SS Example (Southeast): Students read the lesson, “Glittering Cities” and are asked to provide details proving that Southeast cities are growing. (page 210)</p> <p>Students are able to identify the main idea, and provide supporting details.</p> | <p style="text-align: center;">Regions text book</p> <p style="text-align: center;">Worksheet</p> <p style="text-align: center;">National Geographic Explorer magazine.</p> |
| <p>3. Explain events, procedures, ideas, or concepts in a historical scientific, or technical text, including what happened and why, based on specific</p> | <p>Civil War Unit, Social Studies – Students read and learn about the major causes of the Civil War. They learn what happened and why.</p> | <p>Students are able to sort the main causes of the Civil War, and explain the reasons for the tension between the Union and Confederacy.</p> | <p style="text-align: center;">Regions text book</p> <p style="text-align: center;">Various other picture books (<i>Henry’s Freedom Box, Show Way, etc.</i>) supplemental materials</p> |

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| information in the text. | | | United Streaming Videos Photographs from Online sources |
| <i>Craft and Structure</i> | | | |
| 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area. | In Social Studies, students are given a list of terms from the Midwest unit. Students are asked to group the terms into six categories (anticipated categories: people, land, industry, famous places, waterways, and transportation. | After exploring the meaning of unknown words, students are asked to make three inferences about life in the Midwest, based on the vocabulary presented. (Modify by providing the 6 categories in advance.) | “Spider Diamond activity” – list of Midwest vocabulary terms Inference Follow-up Questions scissors/glue |
| 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Students read monthly issues of National Geographic Explorer (Pathfinder Edition) with a purpose (text structure). For example, Students read, “Look to the North, A Wolf Pup Diary” (page 375 of basal). Students explain purpose of chronological order. Students also use National Geographic Magazines. | Students are able to describe the text structure. Students describe the overall structure of the text, and are able to summarize the main events in order. | Harcourt Basal Regions text book National Geographic magazines Reading response for Look to the North (from Harcourt) focused on text structure (teacher created) Supplemental: http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html Comic Creator encourages students to organize in chronological order. |
| 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the | Students will compare and contrast a firsthand and secondhand account of the Lowell Mill girls’ history. Social Studies: Read first-person | Lowell Mill Girls Social Studies: Students will be able to understand and summarize the difference | Thinkfinity “Hope” by Karen Hesse Regions text book |

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| <p>information provided.</p> | <p>narrations from people who have experienced such events as The Dust Bowl, immigration, Industrial Revolution, Native American injustice (The Long Walk), etc. Compare the first-person narrations with the summaries provided in the Social Studies Regions text.</p> | <p>between a first-person narration of an event, and a third person summary of an event. The essential question being, “What can we learn from first-person account, that we cannot learn from a third-person?” or “Should we be reading more first-person narrations or third? Why?”</p> | <p>Supplemental articles from Scholastic magazine</p> <p>National Geographic magazines</p> |
| <p><i>Integration of Knowledge and Ideas</i></p> | | | |
| <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | <p>Students use diagrams and charts to answer inference questions, especially in Social Studies.</p> <p>Students read “Look to the North,” which chronicles the life of wolves from birth to adulthood.</p> | <p>Students are able to make inferences using various charts and diagrams.</p> <p>Students are able to answer questions based on chronology.</p> | <p>Social Studies region textbook</p> <p>Harcourt basal series</p> |
| <p>8. Explain how an author uses to support particular points in a text. reasons and evidence</p> | <p><i>Save the Orangutans</i> assignment: Students read various articles about orangutans. The 3 different texts (Borneo article, Orangutan article, and the basal story, “How to Babysit and Orangutan”) all include evidence to support the idea that Orangutans are endangered.</p> | <p>Students are able to identify the evidence, and summarize it in an organized manner.</p> <p>Performance task: Students create a public service announcement using various forms of technology</p> | <p><i>Save the Orangutans</i> packet and materials</p> |

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| <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p><i>Save the Orangutans</i> assignment: Students read 3 articles about orangutans (from different sources). The 3 different texts (Borneo article, Orangutan article, and the basal story, “How to Babysit and Orangutan”) all include evidence to support the idea that orangutans are endangered.</p> | <p>Students are able to identify the evidence from a selection of sources and summarize pertinent information organized manner.</p> | <p>Synthesize graphic organizer (as part of <i>Save the Orangutan</i> packet)</p> |
| <p><i>Range of Reading and Level of Text Complexity</i></p> | | | |
| <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Students read lessons from the Social Studies textbook throughout the year. Scaffolding is decided on a case-by-case basis. Teachers provide background knowledge, showcase images, and preview texts to maximize comprehension and retention.</p> <p>Students read articles from the National Geographic Pathfinder magazine. This edition meets readability guidelines for grades 4-6.</p> <p>Students read various non-fiction basal stories, including “How to Babysit an Orangutan” and “Look to the North”</p> <p>Students research their states for the state fair using various informative online resources.</p> | <p>Students are able to speak knowledgeably about informative texts in this text-complexity range.</p> | <p>Social Studies REGIONS textbook <i>National Geographic Pathfinder</i> edition</p> <p>Harcourt basal series</p> <p>Grolier & World Book online</p> |

Reading Standards: Foundational Skills

Grade 4

| Learning Standard | Grade 4 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Phonics and Word Recognition</i> | | | |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><u>Sitton Spelling</u></p> <p>-daily lessons</p> <p>-spelling workbook</p> <p>-spelling notebook</p> | <p>-Unit tests</p> <p>-Homework (formative)</p> <p>-Individualized lists</p> <p>Formal Assessments: beginning, middle, and end of year</p> | <p>Sitton Teachers' Guide</p> <p>Sitton students' workbook</p> <p>Spelling notebook for students</p> |
| <i>Fluency</i> | | | |
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> | <p>a.) Read trade books, stories from the basal, articles, poetry, etc. with whole class, groups, partners</p> <p>b.) Fluency poems, choral reading, reader's theater</p> | <p>a.) Reading Response Journals (trade books), Think & Respond (basal series), comprehension tests, class discussion</p> <p>b.) DIBELS testing (formal)</p> | <p>a.) Various trade books belonging to multiple genres, basal series, articles, poems, comprehension assessments (Trophies and teacher-created)</p> <p>b.) fluency poems, reader's theater (both published and student-</p> |

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| <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>c.) Use context clues to predetermine/infer meaning of set vocabulary words</p> | <p>c.) “Vocabulary: Using Context Clues to Confirm Meaning”</p> | <p>created scripts)</p> <p>c.) Template</p> |
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Writing Standards

Grade 4

| Learning Standard | Grade 4 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><i>(MA ELA 2001 did not address the organization of writing arguments in detail.)</i></p> | <p>-Frequent journal prompts that develop the articulation of opinion and supporting details</p> <p>-During the Social Studies unit on the Midwest region, students learn about the Badlands National Park. Students read a supplemental article (teacher-created) expressing the desire of South Dakotans to level the Badlands in order to build an amusement park. Students then weigh pros and cons to validate an opinion with details from the text and background knowledge.</p> | <p style="text-align: center;"><i>Battle of the Badlands</i></p> <p>Students write a persuasive letter to the editor voicing their opinion on the preservation of the Badlands.</p> | <p>-journals</p> <p>-opinion prompts</p> <p>-examples of persuasive writing</p> <p>-examples of fact vs. opinion</p> <p>-Badlands assignment (can be in GRASPS format).</p> <p>-supplemental article</p> <p>-Social Studies text</p> |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, and group related information in</p> | <p>STATE FAIR REPORT</p> <p>- Students use a variety of resources to research their state. They compile their information in a structured outline with such headings as, Location, Climate, Important</p> | <p style="text-align: center;"><i>State Fair</i></p> <p>informative/explanatory essay. Students will write a multi-paragraph essay on a state.</p> | <p>-Grolier online</p> <p>-World Book online</p> <p>-State Report Packet including guidelines, research outline, rubric, etc.</p> |

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| <p>paragraphs and sections; include formatting (e.g., headings), illustrations, and multi-media when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><i>(MA ELA 2001 framework did not address the organization and elements of informative/explanatory writing in detail.)</i></p> | <p>Landforms, etc.</p> <p>-Teacher models the skill of paraphrasing, transitioning from whole-class to independent practice.</p> <p>-Students use the research outline to organize their ideas into an informative essay, taking to peer-edit, revise, and publish.</p> | <p>The final essay is scored using the State Fair Research Report rubric</p> | <p>-various nonfiction texts</p> <p>- State Fair Research Report rubric</p> |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or</p> | <p>- Shared/interactive writing leads to independent writing (<i>Students use student-friendly standards to begin the shared writing process with the development of shared vocabulary. Teacher models the creation of a paragraph outline, including an introduction, body, and conclusion with student input. Teacher models inclusion of sensory details, transition words, and dialogue. Students provide details, content,</i></p> | <p>Students will be able to successfully write a narrative essay. They will brainstorm, create an organizational structure, write a first draft, edit/revise, and write a final draft.</p> <p><u>Common Writing Assessment:</u></p> <p>Beginning of the Year – Students choose a topic of interest and write a narrative.</p> <p>Middle of the Year – Students</p> | <ul style="list-style-type: none"> - Narrative Standard sheet for students - Word Wall - “Wow Words” posters – a place to showcase exciting words - Quality children’s literature - Highlighters and printed 5 paragraph essays for Painted essay - Templates - Graphic Organizers - Sensory Detail charts - 6+1 Traits Rubric |

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| <p>show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. <i>(MA ELA 2001 framework did not address the organization and elements of narrative writing in detail.)</i></p> | <p><i>and direction.)</i></p> <p>- Teacher reads quality children’s literature and students chart the examples of sensory details, noting how authors “weave” them into their writing to make their stories come alive (ex. <i>Owl Moon</i>, Jane Yolen). Make connection the idea that strong writers “Show, not tell.”</p> <p>-Teachers teach and revisit specific vocabulary throughout the year. Students reference classroom word walls to encourage use of specific vocabulary.</p> <p>-For inclusion students/struggling writers, provide graphic organizers (LINKS), Painted Essay, paragraph sorts, to enable students to make concrete connections.</p> <p>-Various lessons and materials from Ruth Culham’s <i>6+1 Traits of Writing</i></p> <p>-Model and provide opportunities for peer-editing, teacher conferences, and revision</p> | <p>edit and revise their September essay.</p> <p>End of the Year – Students edit and revise their January essay.</p> <p>Goal: Show growth as a writer.</p> <p>Scored using the streamline version of 6+1 Traits rubric.</p> | |
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| <p>MA. 3. A. Write stories, poems, and scripts that use similes and/or metaphors.</p> | <p>-mini-lessons throughout the year on figurative language</p> <p>-locating and discussing examples of figurative language in poems and other literature (including similes in <i>Shiloh</i>)</p> <p>-illustrating similes</p> <p>-collecting “boring” sentences and comparing them to simile sentences, connect it to “Show-Don’t Tell”</p> <p>-Students write haikus, cinquain poems, biopoems, free-verse poetry on a variety of topics throughout the year</p> | <p>Stories:</p> <p>Write short stories throughout the year with an instructional focus on “perspective.” <i>Examples:</i></p> <p>Rewrite a fairy-tale from the perspective of a different character.</p> <p>During a unit on the Southeast region, have the students write the story of an orange’s voyage to a Northeast grocery store. Connect to language with a focus on prepositional phrases.</p> <p>Poems:</p> <p>“Love is…” poems that have students describe an abstract idea using descriptive language, similes, metaphors, and other figurative language</p> <p>Scripts:</p> <p><i>Vocabulary Skits</i> – Students write scripts that include a set of assigned vocabulary words and examples of figurative language. Students follow a structured “script set-up.” The content can be assigned or student-driven.</p> | <ul style="list-style-type: none"> - a wide variety of poetry for analyzing, interpreting, and use for fluency poems - “Love is…” poem template and directions - Guidelines for script development - Structured support for how a courtroom works (mock-trial support) - Story maps for perspective stories - Templates for various poems |
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| | | <p><i>Literature Adaptation-</i> Students create a reader’s theater script based on literature studied in class. For example, as a culminating activity for <i>Shiloh</i>, students write a script for a mock-trial play in which a jury must decide which character deserve custody of Shiloh. Students connect to vocabulary and figurative language by incorporating it into their skits.</p> | |
| <i>Production and Distribution of Writing</i> | | | |
| <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).</p> | <p>Lowell Mills</p> <p>-Prep: Students read articles, watch videos, and do various activities to build background knowledge. Students handle historical artifacts and make inferences about life during the Industrial Revolution. After visiting the Lowell museum, students complete various culminating writing activities.</p> | <p>Save Lowell Mills</p> <p>Students write a Letter to the Editor in which they decide whether or not the Lowell Mills should be saved as a protected educational site. Students use their personal opinion as a basis for the letter. They use background knowledge acquired from the Lowell unit to successfully complete this assessment.</p> | <p>-G.R.A.S.P.S. for Lowell Mills letter</p> <p>-Lowell preparation activities (See Social Studies unit)</p> |
| <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4</p> | <p>-Students agree on “Non-negotiable” conventions.</p> <p>-Teacher models peer editing</p> <p>-Teacher explicitly teaches editing and revision as separate entities</p> | <p>Common Writing Assessments</p> <p>-Students write a narrative in September as their beginning of the year writing sample. In January they edit and revise their September prompt to show</p> | <p>-peer editing checklists</p> |

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| <p>on page 39).</p> | <p>-Students peer edit before teacher conferences for graded writing assignments</p> <p>-Students practice editing and revising through spelling lessons and activities throughout the year (“Fix it” – Sitton Spelling)</p> | <p>growth. Then in June, students edit and revise their January prompt.</p> | |
| <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | <p>-Students type various assignments over the course of the academic year.</p> <p>-Students use the internet to research their State Fair Reports</p> <p>-Students are taught how to use Microsoft Word to type, save, and print documents</p> | <p>-Students type various assignments over the course of the academic year.</p> | <p>-access to Grolier and World Book online</p> |
| <p><i>Research to Build and Present Knowledge</i></p> | | | |
| <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> | <p>Save the Orangutans</p> <ul style="list-style-type: none"> - Students read multiple nonfiction articles on such topics as Borneo and Orangutans. They also read the story, “How to Babysit an Orangutan” from the basal series. - Students collect research from each source, and compose a short statement answering the question, “How can the people of Borneo protect the orangutan from extinction?” | <p>-Students are able to compose a short research project based on the compilation of information from various sources, answering the question “How can the people of Borneo prevent the extinction of the orangutan?”</p> | <p>- GRASPS packet for “Save the Orangutans”</p> <p>-articles printed out from Grolier/World Book online of varying levels of appropriate readability on Borneo and Orangutans</p> <p>-“How to Babysit an Orangutan”</p> <p>-synthesizing graphic organizer</p> |

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| <p>8. Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information, and provide a list of sources.</p> | <p align="center">STATE FAIR REPORT</p> <p>Students conduct research using a variety of sources. They take notes in outline format. They complete a bibliography to accompany their final research paper.</p> | <p>Students complete a research report on an assigned state including a bibliography in the correct format.</p> | <ul style="list-style-type: none"> -bibliography graphic organizer -various books for research -Grolier and World Book online encyclopedias -State Fair Report outline and packet |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. <i>Apply grade 4 Reading standards to literature</i> (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. <i>Apply grade 4 Reading standards to informational texts</i> (e.g., Explain how an author uses reasons and evidence to support particular points in a text”). | <ul style="list-style-type: none"> a. -Students infer character traits and provide evidence during the reading of <u>Shiloh</u>. b. Students research Borneo while forming a conclusion as to why the orangutans are extinct. | <ul style="list-style-type: none"> a. -Students explain clearly in their writing why a character trait is assigned to a given character. b. Students are able to analyze the information from the nonfiction text to explain why the orangutans are endangered and how they can be protected. | <ul style="list-style-type: none"> - copies of <u>Shiloh</u> and - GRASPS packet for “Save the Orangutans” |

| <i>Range of Writing</i> | | | |
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| <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> | <p>Writing Instruction – Students are continuously in a cycle of the writing process, including brainstorming, drafting, editing/revising, conferencing with peers and adults, and publishing.</p> <p>Students also write informally on a regular basis in their journals. This could include free-write, assigned topics, stories, and reflections on learning.</p> | <ul style="list-style-type: none"> -daily journal entries - various genres of writing -research reports -narratives - creating presentations using technology -reflection -peer editing and revision | |

Language Standard

Grade 4

| Learning Standard | Grade 4 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than a <i>red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> | <p>(a-f)</p> <ul style="list-style-type: none"> ▪ Direct Instruction ▪ Guided Practice ▪ Independent Practice <p>(g)</p> <ul style="list-style-type: none"> ▪ Sitton Spelling constantly revisits and recycles frequently misspelled words <p>(h)</p> <ul style="list-style-type: none"> ▪ Direct instruction of the “presentation” trait from <i>6+1 Traits in Writing</i> ▪ Various follow-up activities to encourage neatness and pride in work based on the <i>6+1 Traits of Writing</i> | <p>(a-f)</p> <ul style="list-style-type: none"> ▪ center work, morning work, homework ▪ Quizzes, application in daily writing/speaking <p>(g) Unit tests, homework, morning work, and daily work</p> <p>(h) Neatness and legibility is always an assessed component on major assignments</p> | <p>Sitton Spelling</p> <p>6+1 Traits- conventions & presentation</p> <p>Teacher-created activities</p> |

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| <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>MA.1.h Write legibly by hand, using either printing or cursive handwriting.</p> | | | |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>(a &d)</p> <ul style="list-style-type: none"> ▪ Sitton Spelling lessons and activities ▪ interactive writing ▪ the creation of a “non-negotiable” conventions list(6+1 Traits) from the beginning of the year that includes capitalization and spelling of grade-appropriate words <p>(b&c)</p> <ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided practice ▪ Independent practice | <p>(a &d)</p> <ul style="list-style-type: none"> ▪ Students will be assessed formally and informally throughout the year. At three points during the year, students will be asked to edit and revise a narrative (common assessment). They will be scored for grade-appropriate conventions. ▪ Students find and fix errors in the “Fix it” portion of each Sitton Spelling unit. <p>(b&c)</p> <ul style="list-style-type: none"> ▪ center work, morning work, homework ▪ Quizzes, application in daily writing/speaking | <p>(a&d)</p> <p>Sitton Spelling</p> <p>6+1 Traits of Writing</p> <p>(b&c)</p> <p>6+1 Traits of Writing</p> <p>Dictionaries</p> <p>www.dictionary.com</p> <p>Word Wall</p> <p>Thesaurus</p> |

| <i>Knowledge of Language</i> | | | | | | |
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| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect. *</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> | <p>-Various lessons and activities from and adapted from the 6+1 Traits of Writing with a focus on the following traits: word choice, conventions, and voice.</p> <p>-Students will write various types of writing that call for formal and informal discourse, using the R.A.F.T.S. or G.R.A.S.P.S model as a graphic organizer.</p> <p>Examples of informal discourse: class discussions, journal writing, reactions on post-its, small group discussion, turn and talk partner opportunities</p> <p>Examples of formal discourse: letter to editors in social studies (<i>Battle of the Badlands</i> and <i>Save Lowell Mills!</i>), State Fair report, oral presentations</p> | <p>Students' writing will be assessed based on their ability to write/communicate appropriately to different audiences.</p> | <p>Rubrics for oral presentations</p> <p><i>6+1 Traits of Writing</i></p> <p>-R.A.F.T.S</p> <p>-G.R.A.S.P.S</p> | | | |
| <i>Vocabulary Acquisition and Use</i> | | | | | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> | <p>a.) Students use context to confirm meaning throughout the year.</p> <p>- basal stories have “Words in Context” as part of the “Vocabulary Power” section</p> <p>-reinforced in the Shiloh packets</p> <p>- morning work, centers, etc.</p> | <p>a.) Students show their ability to use context to confirm meaning by not only discovering the meaning of the new word, but also explaining how they figured it out (What were the clues in the sentence?)</p> <p>b.) Students show that they are able to break down the meaning</p> | <p>-context clues graphic organizers</p> <table border="1" data-bbox="1541 1143 1948 1325"> <tr> <td>Sentence with new word</td> <td>I think this means....</td> <td>My evidence is...</td> </tr> </table> <p>- various texts</p> <p>- basal series</p> | Sentence with new word | I think this means.... | My evidence is... |
| Sentence with new word | I think this means.... | My evidence is... | | | | |

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| <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>b.) Greek and Latin affixes are taught directly, and students have opportunities throughout the year to add to “Root Maps.”</p> <p>c.) During vocabulary instruction, students find synonyms and antonyms, examples and non-examples, by investigating multiple sources, such as print and digital thesauruses and dictionaries.</p> | <p>of a word based on its word parts. Students are able to make connections to other words with the same roots.</p> <p>c.) Students are able to identify the best reference material necessary to find the most appropriate information. Then students are able to find the necessary word(s) to complete the assignment.</p> | <p>-a variety of activities and lessons practicing root words</p> <p>- large chart/poster paper in which to chart root families</p> <p>- thesauruses, dictionaries, online resources</p> |
| <p>5. Determine understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> | <p>(a & b).</p> <ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided practice ▪ Independent practice ▪ Reinforced through a variety of activities, centers, etc. <p>c. Vocabulary Instruction:</p> <ul style="list-style-type: none"> ▪ When students are introduced to a word they are asked to activate their prior knowledge, and decide how well they know or do not know this word. ▪ Students are asked to make connections between the new word and to real-life contexts. They will decide where this word might be seen or heard, in what contexts, and what types of feelings it evokes. ▪ Students find examples and non-examples. ▪ Students find related words (synonyms) and unrelated words (antonyms) | <p>(a & b).</p> <ul style="list-style-type: none"> ▪ Students are able to identify idioms, similes and metaphors. They are able to compare and contrast them, and write their own. ▪ Students are able to illustrate the literal and figurative meanings. ▪ Students are able to understand and explain why writers use figurative language. <p>c. Vocabulary extension activities and vocabulary quizzes</p> | <p>- various simile and metaphor practice sheets, asking students to “Switch it!” or “Define it!” or “Illustrate it!”</p> <p>-centers that reinforce the skills</p> <p>- <i>Vocabulary extension packets</i></p> <p>- sort for previous knowledge</p> <p>-extension pages (<i>Words in Context</i> and <i>Making Connections</i>)</p> <p>-illustrate meaning</p> <p><i>Words! Words! Words!</i></p> <p><i>Bringing Words to Life</i></p> |

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| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal prevention).</p> | <ul style="list-style-type: none"> - Vocabulary practice throughout the year - Word Choice activities (6+1 Traits) - Spider Diamond activities in SS (Students are able to sort SS words into categories, and actually create their own category headings, such as “industry,” “waterways,” etc.) | <p>Students are able to understand SS concepts, using specific vocabulary.</p> <p>Students use specific vocabulary in the writing, and are scored using the <i>6+1 Traits in Writing</i>, with a focus on Word Choice.</p> | <ul style="list-style-type: none"> - Regions SS Text - Spider Diamond activity (Midwest) - 6+1 Traits |
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Speaking and Listening Standards

Grade 4

| Learning Standard | Grade 4 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> | <p>Literature Circles:</p> <p>a.) Students will read a variety of texts in advance to group discussions (magazine articles, chapters of trade books, short stories, etc.)</p> <p>b.) Groups will create their own norms, and sign their copy. Each student will be assigned a role that includes a specific response. The teacher will select roles based on the text. Examples:</p> <ul style="list-style-type: none"> - <i>Artist</i> (draws a visual with caption that sums up an important event) - <i>Connector</i> (shares a meaningful connection to the text) - <i>News Reporter</i> (clearly state the main idea, and present appropriate details to the group) - <i>Word Collector</i> (locates new and intriguing words within the text, looks them up, and shares with the group) - <i>Discussion Director</i> (comes up | <p>Students will be assessed individually based on the quality of their response sheets (Example: Connector will hand in a paragraph about their connection)</p> | <p>Discussion Guide (How to communicate effectively in a collaborative discussion)</p> <p>Literature Circle Role Cards</p> <p>Variety of literature</p> |

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| | <p>with at least 4 meaningful questions that will evoke guided discussion)</p> <p>c.) Teacher will pose a “big idea” question that will challenge the group to think about this text and its connection to the real world (example: What did you learn about being a better citizen?)</p> <p>d.) Groups will debrief as a class, sharing the most important ideas using a discussion guide, until it is no longer needed.</p> | | |
| <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>During social studies and science, students take notes based on videos and power point presentations (teacher-created).</p> | <p>Teacher observation Completion of note summaries</p> | <p>STAR Reading</p> |
| <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> | <p>Character Analysis</p> <p>Students will read a variety of fiction texts, and will analyze the actions and words of main characters. <i>For example: Students should be able to explain why Judd Travers (Shiloh) says such hurtful things, after finding out that he had been abused and neglected as a child.)</i></p> | <p>Students are able to provide evidence to support a speaker’s particular points.</p> | <p>Variety of texts</p> |

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| <i>Presentation of Knowledge and Ideas</i> | | | |
| 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | <ul style="list-style-type: none"> - Lowell Presentations - State Fair presentations (people approach students with specific questions) - sharing journal entries -Literature Circles -Power Point presentations | <ul style="list-style-type: none"> - Students are able to communicate their ideas in a way that is clear to the audience. The information presented is accurate. | <ul style="list-style-type: none"> - journals -field trip to Lowell - rubrics - *see Literature Circles above - PowerPoint/computers |
| 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | <ul style="list-style-type: none"> - Lowell Presentations - State Fair boards - Child Labor posters/presentations | <ul style="list-style-type: none"> Ability to present material and express main ideas and themes. | <ul style="list-style-type: none"> -poster boards - field trip to Lowell Mills -variety of texts |
| 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 39 for specific expectations.) | <ul style="list-style-type: none"> - Teacher will explicitly teach formal vs. informal English using a visual guide (such as a Venn diagram or T-chart). | <ul style="list-style-type: none"> - Students are able to identify situations in which informal discourse would be appropriate, and those that would require formal discourse. - Rubrics will include use of appropriate language | <ul style="list-style-type: none"> - visual aide -rubric - activity for identifying different scenarios (center, sorting activity, worksheet, etc.) |

Reading Standards for Literature Grade 5

| Learning Standard | Grade 5 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <ul style="list-style-type: none"> • Practice reading MCAS packets: These packets require students to explicitly quote the text to support inferences they make in their open response answers • Character analysis of characters in <i>Sign of the Beaver</i>. This analysis requires students to make inferences and explicitly quote from the text to support inferences made. | <ul style="list-style-type: none"> • All fifth grade students complete a beginning and end of the year practice MCAS test which requires students to quote the text to support inferences made. • Students demonstrate their ability to quote accurately in their compare/contrast essays. | <p>Practice MCAS tests</p> <p><i>Sign of the Beaver</i></p> <p>Practice inference passages</p> <p>Character Analysis Outline and Rubric</p> |
| <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | <p>Students summarize <i>Sign of the Beaver</i> and create a plot map showing the main events.</p> <p>Fifth grade teachers use the Trophy basal to show students that all stories within a unit are built upon a common theme. After reading stories from a unit, students can identify evidence from each story to prove that the story fits within that unit theme.</p> | <p>All fifth grade students will complete theme tracking sheet for <i>Sign of the Beaver</i> and <i>Casey at the Bat</i></p> <p>Students will independently complete a story summary template for <i>Sees Behind Trees</i> and <i>Across the Wide Dark Sea</i></p> <p>Sequencing story/plot cards for</p> | <p>Various texts: <i>Sign of the Beaver</i>, <i>Across the Wide Dark Sea</i>, <i>Sees Behind Trees</i>, <i>Casey at the Bat</i></p> <p>Theme and Text Summary Templates</p> <p>Theme and Text Summary Rubrics</p> |

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| | | <i>Sign of the Beaver, Casey at the Bat, and Sees Behind Trees</i> | Sequencing Story Cards for various texts |
| 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | <p>Students compare Christopher Columbus and Native people's point of view after reading <i>Christopher Columbus: Great Explorer</i> by David Adler and <i>Encounter</i> by Jane Yolen.</p> <p>Students compare and contrast Matt and Attean. They explicitly quote from the text to support their conclusions.</p> | <p>Christopher Columbus vs. Native people point of view of European discovery of land in North America.</p> <p>Students write compare/contrast essays focusing on Matt and Attean. They are assessed on the depth of their analysis.</p> | <p><i>Sign of the Beaver</i></p> <p><i>Lewis and Clark</i></p> <p><i>Christopher Columbus: Great Explorer</i></p> <p><i>Encounter</i></p> <p>Character and Event Analysis Outline and Rubric</p> <p>Character and event comparison Venn Diagrams and rubrics</p> <p>Point of View Analysis Outline and Rubric</p> |
| <i>Craft and Structure</i> | | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | While reading <i>Sign of the Beaver</i> and <i>What's the Big Idea</i> , Ben Franklin, students find and define figurative language throughout the | Completion of figurative language templates for <i>Sign of the Beaver</i> and <i>What's the Big Idea</i> , Ben Franklin. | Figurative Language templates <i>Trophies</i> basal: <i>Across the Wide Dark Sea</i> <i>What's the Big Idea</i> Ben Franklin |

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| | <p>text.</p> <p>Students will focus on connotation and denotation of words while they read <i>Across the Wide Dark Sea</i> and <i>What's the Big Idea, Ben Franklin</i>. Students complete vocabulary exercises provided with these stories in the basal <i>Trophies</i></p> <p>Context Clues practice/various texts</p> | <p>Identify the figurative language and interpret its meaning from text excerpts of grade 5 texts.</p> <p>Completion of End-of-Selection test for <i>What's the Big Idea, Ben Franklin</i>, which includes a focus on vocabulary.</p> | <p><i>Sign of the Beaver</i></p> <p>semantic gradients cards</p> <p><i>Spectrum Vocabulary</i> by Frank Shaffer Publications</p> <p><i>Vocabulary Words in Context</i> by Teacher Created Resources.</p> <p><i>Powerful Vocabulary for Reading Success</i> by Scholastic Teaching Resources</p> |
| <p>5. 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>Students will analyze when the author begins new chapters in <i>Sign of the Beaver</i>. <i>What happens to the setting, action of the story, characters when a new chapter begins?</i></p> | <p>Students analyze how the stanzas in the poem, <i>Casey at the Bat</i>, fit together to provide the overall structure of the poem.</p> | <p>Various texts and poems:</p> <p><i>Sign of the Beaver</i></p> <p><i>Casey at the Bat</i>,</p> <p>Text Structure Unit Activity.</p> |
| <p>6. Describe how a narrator's or speaker's point of view influences how events are described.</p> | <p>Students will describe how Matt's point of view influences how the events in the story are told (<i>Sign of the Beaver</i>).</p> <p>Fifth grade students will rewrite paragraphs, lines or stanzas from another character's point of view to show how a speaker's point of view influences how events are described.</p> | <p>Point of view assessment</p> <p>Look Who's Talking Assessment</p> <p>While reading the story, students are asked to write a scene from the point of view of Attean.</p> | <p>Read Write Think Point of View Powerpoint, lessons and Assessment</p> |

| <i>Integration of Knowledge and Ideas</i> | | | |
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| <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).</p> | <p>Students will analyze the illustrations/pictures that are present in the story <i>Across the Wide Dark Sea, Owl Moon and Lewis and Clark</i>; and in the poem <i>Casey at the Bat</i>.</p> <p>All fifth grade students will watch a video representation of a story they read (<i>Sign of the Beaver</i>) and one of <i>Casey at the Bat</i>. Students will analyze the difference in the written and visual representation of the story.</p> | <p>Students will compare and contrast the book and the movie, <i>Sign of the Beaver</i>; and the poem and animated cartoon of <i>Casey at the Bat</i>. They will complete a compare and contrast template of the book/poem they read and its corresponding movie.</p> | <p><i>Across the Wide Dark Sea, Lewis and Clark, Casey at the Bat, Owl Moon</i></p> <p>Movie versions of <i>Sign of the Beaver</i> and <i>Casey at the Bat</i></p> |
| <p>8. (Not applicable to literature)</p> | | | |
| <p>MA.8.A Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.</p> | <p>Students will read <i>Owl Moon</i> and <i>Encounter</i> by Jane Yolen. While reading the stories, they will fill out a foreshadowing template for the book.</p> <p>Read and Discuss foreshadowing in the stories found in <i>The Cay</i> by Theodore Taylor</p> | <p><i>Owl Moon</i> assessment</p> <p><i>Encounter</i> assessment</p> | <p><i>Owl Moon</i></p> <p><i>Encounter</i></p> <p>both written by Jane Yolen</p> <p><i>The Cay</i> by Theodore Taylor</p> |
| <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | <p>All fifth grade students will complete a Comparison/Contrast template for <i>Sign of the Beaver</i> and <i>Sees Behind Trees</i> (genre- historical fiction) to identify how the authors approach similar themes and topics.</p> | <p>Completion of the comparison/contrast template</p> | <p><i>Sign of the Beaver</i> compared to <i>Sees Behind Trees</i> (historical fiction)</p> |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
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| <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> | <p>Students read a variety of texts throughout the year.</p> <p>Students engage in various close reading activities of complex texts.</p> | <p><i>Accelerated Reader tests</i></p> <p>Ability to answer text-dependent questions</p> <p>Ability to engage in discussion about text</p> | <p>Various texts: <i>Sign of the Beaver, Across the Wide Dark Sea, Sees Behind Trees, Casey at the Bat, The Cay, Jean Fritz books</i></p> |

Reading Standards for Informational Text Grade 5

| Learning Standard | Grade 5 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <ul style="list-style-type: none"> • Practice ELA nonfiction MCAS Open Response passages • <i>Check Facts and Main Ideas</i> and <i>Main Ideas and Vocabulary</i> practice from the text: <i>Building a Nation</i> • <i>Using Reading Skills</i> section at the end of each science unit in <i>Discovery Works</i> | <p>Completing nonfiction MCAS open response questions.</p> | <p>MCAS practice passages</p> <p><i>Building a Nation</i>/Scott Foresman social studies book</p> <p><i>Discovery Works</i>/Houghton Mifflin science book</p> |
| <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | <p>Use jigsaw strategy in social studies and science</p> <p>Complete Main Idea section at the end of each chapter in <i>Building a Nation</i></p> <p>Read Chapter One: <i>The Sun: Life's Energy Supply</i></p> | <p>Nonfiction MCAS assessments</p> <p>Investigation to Wrap Up/Reflect and Evaluate</p> <p><i>Discovery Works</i> (Chapter One)</p> | <p><i>Building a Nation</i> Scott Foresman Social Studies book</p> <p><i>Discovery Works</i> Houghton Mifflin science book</p> <p>Various nonfiction MCAS open response questions</p> |
| <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> | <p>Water Cycle Cause and Effects</p> <p>Food Chain Cause and Effect</p> <p>Templates</p> <p>Events Leading Up to the American Revolution Cause and Effect template</p> | <p>Water Cycle Poster/PowerPoint/Inspiration</p> <p>Food Chain Poster/PowerPoint/Inspiration</p> <p>Timeline Poster/Inspiration/Read Write Think of events leading up to the American Revolution and the</p> | <p><i>Building a Nation</i> Scott Foresman social studies book</p> <p><i>Discovery Works</i> Houghton Mifflin science book</p> |

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| | American Revolution Cause and Effect template | revolution itself Unit D: Extra Practice Investigation Questions (science book) | |
| <i>Craft and Structure</i> | | | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | Use of concept sorts Use of semantic gradients Vocabulary graphic organizers Word Walls Word cards for science, social studies Jeopardy games for social studies | Vocabulary tests | Use of concept sorts Use of semantic gradients Vocabulary graphic organizers Word Walls Word cards for science, social studies Jeopardy games for social studies |
| 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Students analyze text structure when reading their social studies text, which is often cause/effect and problem/solution. Students then read supplemental texts on the same topic, and compare and contrast the structures, noting how and why the structures the impacts how you read the text. | Students are assessed on their ability to identify text structures in nonfiction text, and their ability to compare/contrast events, ideas, or information written in different forms. | Variety of nonfiction texts Nonfiction text structure informational posters Resource sheets for students |
| 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Separatist vs. English Church (Pilgrims) Columbus and Native Americans Boston Massacre from British/colonists point of view Patriots vs. Loyalists | Written piece showing different point of views using letters, essays, newspaper articles, posters, etc. | <i>Building a Nation</i> Scott Foresman social studies book |

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| <i>Integration of Knowledge and Ideas</i> | | | |
| 7. Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | <p><i>Paul Revere's Ride</i> Map and Poem Activity</p> <p>View <i>Paul Revere's Ride</i> video</p> <p>View <i>Johnny Tremain</i> for portrayal of Paul Revere's ride</p> | <p><i>Paul Revere's Ride</i> poem assessment/map activity</p> | <p><i>Paul Revere's Ride</i> by Henry Wadsworth Longfellow</p> <p>Paul Revere's Ride Map Activity</p> |
| 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | <p>Point out how Scott Foresman uses various sources: eye witness accounts, letters, speeches, diaries, newspaper articles, documents, interviews, pictures, maps and paintings to support particular points in a text.</p> | <p>Primary Source Assessment on the Boston Massacre, Chapter 8, <i>Building a Nation</i> Scott Foresman social studies book</p> | <p><i>Building a Nation</i> Scott Foresman social studies book</p> |
| 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | <p>Students research various subjects using various resources to learn about a topic</p> <p>Students take notes, cite sources and complete graphic organizers with information they gather.</p> | <p>Water Cycle Poster, PowerPoint, Inspiration, glogs</p> <p>Food Chain Poster, PowerPoint, Inspiration, glogs</p> <p>Solar System</p> <p>Posters, Power Point, glogs</p> <p>Native Americans</p> <p>Poster, PowerPoint, glogs</p> <p>Timeline Poster/Inspiration/Read Write Think of events leading up to the American Revolution and the revolution itself</p> | <p><i>Building a Nation</i> Scott Foresman social studies book</p> <p>Historical books by Jean Fritz</p> <p>Native American book set</p> <p><i>Discovery Works</i> Houghton Mifflin science book</p> <p>Encyclopedias on the Internet</p> <p>Preselected websites</p> <p>Various books from the library</p> |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
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| <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> | <p>Texts listed in this curriculum guide have been checked with sources to make sure of grade level complexity.</p> | <p><i>Building a Nation/Scott Foresman</i> social studies assessments</p> | <p><i>Building a Nation/Scott Foresman</i> social studies book</p> <p>Jean Fritz books</p> <p><i>National Geographic Explorer</i> magazines</p> |

Reading Standards: Foundational Skills Grade 5

| Learning Standard | Grade 5 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Phonics and Word Recognition</i> | | | |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>Complete Sitton Spelling Lessons</p> <p>Students practice with a predetermined grade 5 list of Greek and Latin roots</p> | <p><i>Sitton Spelling Assessments</i></p> <p>Mastery assessment of Greek and Latin roots</p> | <p><i>Sitton Spelling Program</i></p> <p><i>Greek and Latin root activities</i></p> <p><i>Greek and Latin root assessment</i></p> |
| <i>Fluency</i> | | | |
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Completion of reading templates (theme, main idea, character, setting, etc.)</p> <p>Reciting Poems</p> <p>Vocabulary Development Activities.</p> <p>Complete vocabulary development activities for various <i>Trophies</i> stories</p> | <p>DIBELS</p> <p>Accelerated Reader Tests</p> <p><i>Trophies</i> assessments</p> | <p>Various texts: <i>Sign of the Beaver</i>, <i>Little House on the Prairie</i>, <i>Across the Wide Dark Sea</i>, <i>Sees Behind Trees</i>, <i>Casey at the Bat</i>, various Folk Tales</p> <p>Accelerated Reader Program</p> |

Language Standards

Grade 5

| Learning Standard | Grade 5 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tense.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)</p> | <p>Relate grammar in context to what the students are reading and writing.</p> <p>Preposition poetry: http://www.readwritethink.org/classroom-resources/lesson-plans/playing-with-prepositions-through-34.html</p> <p>Preposition treasure hunt activity: http://www.usingenglish.com/files/pdf/classroom-treasure-hunt-prepositions.pdf</p> <p style="text-align: center;">Prepositions p.34-35 WOL</p> <p style="text-align: center;">Interjections p.34-35 WOL</p> <p>Conjunction activities: http://teacherstoolbox.blogspot.com/2011/02/grammar-activities-conjunctions.html</p> <p>Tall Tales in basal, pages 128-131 (perfect tense)</p> <p>Teacher-created lessons and activities</p> <p><i>Hot Fudge Monday</i> has a chapter on interjections (as well as prepositions and conjunctions)</p> | <p>(Fifth grade has an end-of-the-year language assessment, but it will need to be modified to assess the new Common Core)</p> <p>Rubrics for writing assignment should include a specific grammar focus (prepositions, conjunctions, interjections, verb tenses)</p> | <p><i>World of Language</i> book</p> <p><i>Bringing Grammar to Life</i> by Deborah Dean</p> <p><i>Image Grammar: Using Grammatical Structures to Teach Writing</i> by Noden (1999)</p> <p><i>Grammar Alive! A Guide for Teachers</i> by Haussamen, 2003</p> <p><i>Breaking the rules: Liberating writers through innovative grammar instruction</i> by E.H. Schuster (2003)</p> |

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| | | | <p><i>The grammar plan book: A guide to smart teaching</i> by C. Weaver (2007)</p> <p><i>Lessons to share: On teaching grammar in context</i> by C. Weaver (1998)</p> <p><i>Hot Fudge Monday</i> By Randy Larson</p> |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series. *</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true,</i></p> | <p>Daily Convention Practice</p> <p>Mini lessons on capitalization and punctuation</p> <p>Teacher-created lessons and activities</p> <p><i>World of Language</i> lessons p.90-91, WOL</p> <p>p. 105, WOL</p> | <p><i>World of Language Tests</i></p> <p>Sitton Spelling Tests</p> | <p><i>World of Language</i> book</p> <p><i>Sitton Spelling Program</i></p> <p><i>Trophies Series</i></p> <p><i>Daily Caught'Ya!</i></p> |

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| <p><i>isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> | | | |
| <i>Knowledge of Language</i> | | | |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> | <p>Exploring dialect website: http://www.pbs.org/speak/</p> <p>Class discussion</p> | <p>Students compare and contrast the English dialects used in a variety of texts.</p> | <p><i>World of Language</i></p> <p><i>Sitton Spelling Program</i></p> <p><i>Trophies basal</i></p> <p>Fifth grade reading texts</p> |
| <i>Vocabulary Acquisition and Use</i> | | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5</p> | <p>Students use context clues, prefixes, suffixes and root words to determine meaning of words found in fifth grade texts.</p> | <p>Vocabulary Tests</p> <p>Students are able to use reference</p> | <p><i>Sitton Spelling Program</i></p> |

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| <p>reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p><i>World of Language</i> lessons</p> <p>Dictionary Skills</p> | <p>materials on their formal writing assessments to enhance their word choice.</p> | <p><i>Trophies</i> basal</p> <p><i>World of Language</i></p> <p><i>Dictionaries</i></p> <p><i>Thesauruses</i></p> <p><i>Glossaries</i></p> <p><i>Digital Dictionaries</i></p> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Identify and explain various forms of figurative language, idioms, adages and proverbs while reading texts.</p> | <p>Complete Figurative Language templates for fifth grade texts</p> <p>Complete</p> | <p><i>Trophies</i> basal</p> <p><i>World of Language</i></p> <p><i>Various poetry</i></p> |

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| <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>Identify figurative language in poems</p> <p>Complete Idiom posters</p> <p>Complete vocabulary gradients</p> <p>Complete vocabulary word wheels</p> <p>Connections to “Hot & Cold Summer” & “Belinda’s Challenge”</p> | <p><i>poetry tests</i></p> | <p><i>Fifth grade texts</i></p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> | <p>Completion of notes, explaining various subject-related vocabulary.</p> <p>Complete vocabulary projects: acting out words, creating posters, writing poems, journal writing, reports, jeopardy games</p> | <p>Vocabulary Tests</p> | <p>Math Vocabulary Cards</p> <p>Student Notes for history and science</p> <p><i>Building a Nation</i>/Scott Foresman social studies book</p> <p><i>Discovery Works</i>/Houghton Mifflin science book</p> |

Writing Standards Grade 5

| Learning Standard | Grade 5 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><i>(MA ELA 2001 framework did not address the organization and elements of writing arguments in detail.)</i></p> | <p>Students write various opinion pieces throughout the year, both formal and informal.</p> <p>Students analyze mentor texts, answer the essential question: “What criteria are necessary to write a strong opinion piece?”</p> <p>Students respond informally to topics pertaining to the content curriculum such as, “Which colony would you prefer to live in, why?”</p> <p>Students also respond formally to topics pertaining to more personal issues, such as, “Should the school ban plastic water bottles? Why?”</p> <p>Students use research to write sound arguments.</p> | <p>Students are assessed on their ability to create an organized opinion piece, meeting all the criteria outlined in the standard. Rubrics are used to maintain consistency.</p> | <p>GRASPS assignment for writing opinion</p> <p>Junior Scholastic magazine articles outlining various topics that spark debate</p> <p>Rubrics</p> <p>Graphic organizers</p> <p>Journals</p> |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details,</p> | <p>Students write a variety of informative and explanatory texts throughout the year, both formal and informal.</p> <p>Students write reports on a planet in which all criteria must be met in the standard.</p> <p>Other topics include, short reports on explorers, colonies, and various other topics linked to nonfiction stories in the basal.</p> | <p>Students are assessed on their ability to create an organized opinion piece, meeting all the criteria outlined in the standard. Rubrics are used to maintain consistency.</p> | <p>Rubrics</p> <p>Research material</p> <p>Graphic organizers</p> |

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| <p>quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><i>(MA ELA 2001 framework did not address the organization and elements of informative/explanatory writing in detail.)</i></p> | | | |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> | <p>Students write a variety of narratives over the course of a year. Students focus on the personal narrative, focusing on a small but meaningful moment.</p> <p>Students analyze mentor texts to identify the key components of strong narratives.</p> <p>Students participate in various lessons focusing on writing strong beginnings, and powerful conclusions.</p> <p>6+1 Traits lessons prepare students for using powerful word choice, adding voice, and <i>showing, not telling</i>.</p> | <p>Students are assessed on their ability to create an organized narrative piece, meeting all the criteria outlined in the standard. Rubrics are used to maintain consistency.</p> | <p>Mentor texts – both published and student work</p> <p>Various materials from <i>6+1 Traits of Writing</i></p> <p>Rubrics</p> <p>Graphic organizers</p> |

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| <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | | | |
| <p>MA.3.A. Write stories, poems, and scripts that draw on characteristic of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.</p> | <p>Students write “I am” poems through the perspective of Paul Revere or any historical figure.</p> <p>Students use factual knowledge as well as make inferences to capture that person’s life.</p> | <p>Students are assessed on their ability to follow the pattern of the poem, incorporate facts from research, and their creativity.</p> | <p>Access to research</p> <p>“I am” templates</p> |
| <p>Production and Distribution of Writing</p> | | | |
| <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p>Students write for a variety of tasks, purposes, and audiences throughout the year, often linked to Social Studies topics.</p> <p>For example, students write scripts about presidents, informing the audience about their lives. Students also take on the perspectives of colonists and describe their lives in detail.</p> <p>Students also use the RAFTS and GRASPS model for a variety of shorter assignments.</p> | <p>Students are assessed on their ability to incorporate their factual knowledge, and write in such a way that captures the spirit of the time period.</p> | <p>Social Studies text</p> <p>Supplemental historical texts</p> <p>GRASPS template</p> <p>RAFTS template</p> |
| <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 39.)</p> | <p>Students edit and revise their personal narratives over the course of the year.</p> <p>Activities focus on the specific skills of editing vs. revision.</p> <p>Students partake in many formative tasks before embarking on their independent narratives.</p> | <p>Students are assessed on their ability to identify and correct “non-negotiable” errors.</p> <p>Students are assessed on their ability to add word choice and voice to bland sentences.</p> <p>Writing prompts show students’ ability to edit, revise, and rewrite</p> | <p>Peer editing checklists</p> <p>Dictionaries</p> <p>Exemplars</p> |

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| | <p>Teachers conference with students regularly.</p> <p>Students are able to “try a new approach” if they feel it is necessary.</p> | <p>over time, as students gain more skills, confidence and knowledge.</p> | |
| <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> | <p>Students use Storybird to produce digital stories or articles. Students select illustrations to accompany their writing.</p> | <p>Students are assessed on their ability to utilize technology appropriately, including their ability to keyboard (conventions including capitalizing the pronoun “I”), culminating with the publishing of a complete story.</p> | <p>Access to www.storybird.com</p> |
| <i>Research to Build and Present Knowledge</i> | | | |
| <p>7. Conduct short research projects <u>that use several sources</u> to build knowledge through investigation of different aspects of a topic.</p> | <p>Students complete several short research projects throughout the year. Topics include: Native Americans, Explorers, and planets.</p> | <p>Students are assessed on their ability to incorporate research from several credible sources to develop their topic.</p> | <p>Books from library</p> <p>Social Studies text</p> <p>Teacher-approved websites</p> <p>Grolier and World Book online</p> <p>Graphic Organizers</p> <p>Supplemental lessons occur with the Library/Media Specialist</p> |
| <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> | <p>Students are encouraged to draw on past experiences, find inspiration from mentor texts, and gather relevant information to assist them in writing to the best of their ability.</p> | <p>Students are assessed on their ability to utilize multiple sources of information to develop their ideas. Students must be able to distinguish between those sources that are relevant and those that are not. The <i>6+1 Traits of Writing</i> rubric assesses students on their ability to develop ideas.</p> | <p>6+1 Traits rubrics</p> <p>Variety of mentor texts</p> <p>Idea webs for brainstorming prior knowledge</p> |
| <p>9. Draw evidence from literary or</p> | <p>a. Students use evidence from Sign of</p> | <p>a. Students are assessed on their</p> | <p><i>Sign of the Beaver</i></p> |

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| <p>informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> | <p>the Beaver to compare and contrast the two main characters: Matt and Attean.</p> <p>b. Students analyze essential questions in social studies such as: “Why did colonists decide to come to the new world?” Students read a variety of informational texts, and analyze how the authors supported particular points with evidence.</p> | <p>ability to locate pertinent evidence from the text to support their analysis.</p> <p>b. Students are assessed on their ability to understand key points made by authors and be able to identify reasons and evidence that support specific points.</p> | <p>Variety of informational texts, specially pertaining to the following topics: Native Americans, Explorers, colonial settlement, planets, and the Revolutionary War.</p> |
| Range of Writing | | | |
| <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Students write routinely over the course of the year. Some written pieces are responses and occur in short time frames, while other require research, collection of ideas, editing, revision, etc. in order to complete.</p> <p>Teachers utilize the RAFTS format to encourage students to take on different roles and write for different audiences and purposes (Role, Audience, Format, Topic, Strong Verb (purpose))</p> | <p>Although students are always required to do their best, informal responses, are typically scored for depth of thinking versus quality of conventions.</p> <p>Formal writing is scored using the 6+1 Traits of Writing rubrics, as well as MCAS open response rubrics.</p> | <p>Rubrics</p> <p>Journals</p> <p>Paper</p> |

Speaking and Listening Standards Grade 5

| Learning Standard | Grade 5 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>e. Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>f. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>g. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>h. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.</p> | <p>Literature Circles/Student-led collaborative discussions:</p> <p>a.) Students will read a variety of texts in advance to group discussions (magazine articles, chapters of trade books, short stories, etc.)</p> <p>b.) Groups will create their own norms, and sign their copy. Each student will be assigned a role that includes a specific response. The teacher will select roles based on the text. Examples: - <i>Artist</i> (draws a visual with caption that sums up an important event) - <i>Connector</i> (shares a meaningful connection to the text) - <i>News Reporter</i> (clearly state the main idea, and present appropriate details to the group) - <i>Word Collector</i> (locates new and intriguing words within the text, looks them up, and shares with the group) - <i>Discussion Director</i> (comes up with at least 4 meaningful questions that will evoke guided discussion)</p> <p>c.) Teacher will pose a “big idea” question that will challenge the group to think about this text and its connection to the real world (example: What did</p> | <p>Students will be assessed individually based on the quality of their response sheets (Example: Connector will hand in a paragraph about their connection)</p> | <p>Discussion Guide (How to communicate effectively in a collaborative discussion)</p> <p>Literature Circle Role Cards</p> <p>Variety of literature</p> |

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| | <p>you learn about being a better citizen?)</p> <p>d.) Groups will debrief as a class, sharing the most important ideas using a discussion guide, until it is no longer needed.</p> | | |
| <p>3. Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> | <p>Throughout daily instruction, students are asked to “Turn & Talk.” This enables students to summarize their thinking with a peer, including summarizing key points and reflecting on their thinking.</p> | <p>Students are assessed on their ability to speak knowledgeably on a topic with little preparation (informal observations).</p> | <p>NA</p> |
| <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | <p>During classroom discussions, students are prompted to respond to a variety of questions in which their ideas must be supported by evidence. Students must participate and listen carefully in order to contribute knowledgeably to the discussion.</p> | <p>Students are assessed on their ability to participate in discussions (in which there are multiple speakers), including their ability to make claims supported by evidence.</p> | <p>Journals Post-it notes</p> |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | <p>Students present on a variety of topics and texts throughout the year, in a variety of settings (whole class, small group, partners, etc.)</p> | <p>Students are assessed using a rubric for oral presentation, including tone, inflection, pace, volume, etc.</p> | <p>rubric</p> |
| <p>5. Include multi-media components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> | <p>Students are always required to incorporate visuals into their reports and presentations.</p> <p>Often students choose to create PowerPoint presentations in which graphics and sound can be embedded.</p> | <p>Students are assessed on their ability to make appropriate decisions regarding the type of multi-media that is used in presentations.</p> <p>Visuals must enhance the main idea or theme of the topic.</p> | <p>PowerPoint Poster boards Art supplies/3d creations Computer</p> |
| <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | <p>- Teacher will explicitly teach formal vs. informal English using a visual</p> | <p>- Students are able to identify situations in which informal</p> | <p>-rubrics - Activity for identifying</p> |

guide (such as a Venn diagram or T-chart).

Students will be able to adapt their speech depending on the setting (Lit. Circles – acceptable to be less formal, vs. oral presentations)

discourse would be appropriate, and those that would require formal discourse.

- Rubrics will include use of appropriate language

-Teacher observation

different scenarios (center, sorting activity, worksheet, etc.)

Reading Standards for Literature Grade 6

| Learning Standard | Grade 6 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Numerous tasks are done throughout the year. One example is in the anthology story <i>Number the Stars</i>. Students read the story, while looking at textual quotes. Inferences are made by analyzing what is written explicitly and what inferences may be drawn.</p> | <p><i>Number the Stars</i> Making Inferences from Quotes.</p> | <p>Trophies anthology book is used. A teacher created inference making sheet is given to each student.</p> |
| <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>-Folktales from Afar</p> <p>- Theme lesson plan- <i>The Great Gilly Hopkins</i> Students collect evidence of theme as they read the novel</p> <p>- Theme lesson plan- <i>Where the Red Fern Grows</i>- Students are given an excerpt from the novel and are asked to justify which themes are present.</p> | <p>Page Two in the Anthology practice book serves as a formative assessment. Theme is highlighted on this sheet.</p> <p>Theme analysis paper on <i>The Great Gily Hopkins</i></p> <p>Written analysis of evidence of theme. Analyze quotes and determine theme</p> <p>Students given a theme, locate segment from book which shows evidence of theme and create a reader's theater of the excerpt</p> | <p>Trophies Practice Book</p> <p>Various trade books</p> |

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| 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | In <i>The Great Gilly Hopkins</i> , the main character is analyzed in depth. The character’s personality is analyzed after the first 7 chapters (almost half-way), and students create a character trait web on <i>Inspiration</i> . Students write a comparative essay analyzing Gilly’s personality at the beginning of the novel and how it changed at the end. | The Inspiration web along with its class presentation is used as a summative assessment. The comparative essay is also a summative assessment | <i>The Great Gilly Hopkins</i> novel and teacher created assignment sheet. |
| <i>Craft and Structure</i> | | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | Figurative language is taught in a poetry unit and is reviewed throughout the year. There is a specific lesson on similes and metaphors taught in <i>The Great Gilly Hopkins</i> . There is another one on all figurative language taught in <i>Tuck Everlasting</i> . For example, in the <i>Tuck Everlasting</i> packet, page 8, students examine a simile, analyze its meaning and tell how it reveals a character’s feelings. Connotation is a specific skill taught in language and word choice. | Poetry assignments, for example, write a haiku and use an example of onomatopoeia or alliteration. Examine similes and metaphors taken from the text and write what the literal translation would be. Students are engaged in close reading activities throughout the year. Figurative language and word choice are consistently addressed. Students are assessed on their ability to identify and interpret figurative language and word choice in complex text. | Teacher created figurative language worksheets and assignments. <i>Tuck Everlasting</i> packet. World of Language connotation lesson. Novels used throughout the year. Poetry unit created by teachers. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Students read <i>Tuck Everlasting</i> and analyze how the setting of the story impacts the plot. Students analyze the structure of a text. For example in <i>Where the Red Fern Grows</i> , students analyze the impact of the flashback on the sequence of the novel. | Students will be able to cite examples of how the weather impacts the unfolding of the plot in <i>Tuck Everlasting</i> Students make predictions where they next chapter will take place. This is used as a summative assessment, learning about a particular development of a plot and the author’s structure. | Novel <i>Tuck Everlasting</i> <i>Where the Red Fern Grows</i> |

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| <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> | <p>Students read <i>The Great Gilly Hopkins</i>, and discuss third person omniscient. Throughout the text students discuss and analyze how the main character’s point of view is projected to the reader.</p> | <p>Formative assessments are done through questioning techniques while reading the novel. Summative assessments include a comparative essay of how the main character has changed her perspective as the story moves forward.</p> | <p>Novel is used to teach this lesson. Teacher created assignment for comparative essay.</p> |
| <i>Integration of Knowledge and Ideas</i> | | | |
| <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen and watch.</p> | <p>Students read two novels, <i>Tuck Everlasting</i> and <i>Where the Red Fern Grows</i>. They subsequently watch the movie. They compare and contrast how they perceive the characters, setting and plot to appear compared to how the movie portrayed them to be.</p> | <p>Students use a teacher-created formative assessment to compare and contrast during and after the film. Oral discussion follows.</p> | <p>Novels as well as DVD’s and/or VHS of film.</p> |
| <p>8. (Not applicable to literature)</p> | | | |
| <p>MA.8.A Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.</p> | <p>Students read a variety of legends from around the world, and identify conventions that are represented.</p> | <p>Students are assessed on their ability to correctly identify the conventions of legends.</p> | <ul style="list-style-type: none"> • Mentor texts • Story map graphic organizer • List of common morals • Conventions of legends checklist |
| <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> | <p>Literary forms are discussed throughout the year. Early in the year students read the story “Knots in My Yoyo String” from the anthology. They identify characteristics of a biography and an autobiography and the approach to similar topic.</p> <p>Students read <i>Tuck Everlasting</i>. They also read “The Circle Game” a poem/song by Joni Mitchell. They compare the theme of growing up and</p> | <p>A literary forms worksheet is used as well as an overhead transparency teaching this skill.</p> <p>Response to reading worksheet</p> | <p>Trophies worksheet and transparency on Literary Forms. A segment in the Trophies text addresses this.</p> <p><i>Tuck Everlasting</i> novel, song “The Circle Game”</p> <p>Copy of lyrics of song, a</p> |

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| | the symbolism used in both the novel and the poem | | copy of the cd by Joni Mitchell. |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Students in sixth grade read three novels together. In addition, they read a number of short stories and novel excerpts from the Harcourt Trophies series. Drama is done in Readers' Theater, and in drama selections in Trophies anthology. A teacher-created poetry packet is also taught in a specific unit. | Numerous assessments, both formative and summative are given throughout the year. Packets for each novel are provided which include language, vocabulary, comprehension and complex analysis. | Harcourt Trophies text book, and copies of <i>Tuck Everlasting</i> , <i>The Great Gilly Hopkins</i> , and <i>Where the Red Fern Grows</i> are needed. |

Reading Standards for Informational Text Grade 6

| Learning Standard | Grade 6 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Key Ideas and Details</i> | | | |
| <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Analysis of Almanac and Data File. Students graph a variety of data on Africa and draw inferences on the data.</p> | <p>Students are assessed in interpreting data and making inferences on the graphs they have created.</p> | <p>Houghton Mifflin <i>World Cultures and Geography</i>. Students also need graph paper.</p> |
| <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>Students read Junior Scholastic articles and are asked to summarize current events.</p> | <p>Students are assessed on their summaries that are correct and free from bias.</p> | <p>Junior Scholastic magazine</p> |
| <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> | <p>Students are prompted to analyze nonfiction authors' techniques, focusing in how individuals or events are developed in the text.</p> | <p>Students are able to identify examples or anecdotes in response to text-dependent questions.</p> | <p>Common Core Coach Lesson 1: Reading Literary Nonfiction (p. 7)</p> |
| <i>Craft and Structure</i> | | | |
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p> | <p>Vocabulary instruction throughout the year both in ELA and in content area instruction includes a focus on</p> | <p>Vocabulary extension activities ask students to provide connotative, figurative, and</p> | <p>Common Core Coach Lesson 1: Reading Literary Nonfiction</p> |

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| technical meanings. | connotation as well as technical meanings. | technical meaning where appropriate. | (p. 7) |
| 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. | Students will read <i>The Stone Age News</i> , and they are going to analyze headlines, headings and stories contribute to the development of ideas | Students will complete a worksheet focusing on main idea and supporting detail and analyze double meanings of headlines | <i>Trophies: The Stone Age News</i> |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | Students will read <i>The Stone Age News</i> , and pick out key vocabulary determining the author's point of view | Students have to locate opinion from informational text, and words with connotative meaning | <i>Trophies: The Stone Age News</i> |
| <i>Integration of Knowledge and Ideas</i> | | | |
| 7. Integrate information presented in different media formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Students will read chapters from the National Geographic World Regions <i>Oceania & Antarctica</i> and prepare an informative presentation to share with the class | PowerPoint slideshow on the 4 areas: Australia, New Zealand, Antarctic, and Oceania | National Geographic World Regions <i>Oceania & Antarctica</i> |
| 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | Students will analyze advertisements, seeking out specific claims in a text supported by the evidence. | Students will produce a final product where they will determine a specific method that a writer uses to make claims and determine whether there is evidence to support that claim | Any newspapers, or magazine articles |
| 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | Students will read National Geographic: <i>World Cultures</i> about apartheid and that of a memoir written by a female citizen post apartheid in South Africa | Through the use of a Venn diagram students will compare and contrast two perspectives on living in post apartheid South Africa, also Examine Primary Sources Activity Master | National Geographic: <i>World Cultures</i> South Africa After Apartheid & Examine Primary Sources |

| <i>Range of Reading and Level of Text Complexity</i> | | | |
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| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Students are exposed to literary nonfiction throughout the year in the grades 6-8 text complexity including stories from reading anthology book, social studies text, Junior Scholastic and Common Core Coach. | Informal observation, STAR reading assessment, reading responses, reading conferences | Variety of non-fiction resources including books, encyclopedia and internet |

Writing Standards Grade 6

| Learning Standard | Grade 6 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Text Types and Purposes</i> | | | |
| <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> | <p>(a.-e.) Imitating a Pattern Students select from a choice of prompts. They must choose an appropriate organizational pattern for their prompt. Writing must include a hook to gain reader’s attention, a thesis, supporting details and a conclusion. Transitional words and phrases must be evident.</p> | <p>(a.-e.) Students first use a checklist to assess their writing to ensure evidence of all task parts are present.</p> <p>Student completes a graphic organizer and final copy of paper.</p> <p>a-e Students write arguments at the beginning of the year about a topic that interests and inspires them. Students then edit and revise this argument two more times before the end of the year.</p> | <p>(a.-e.) 6+1 Traits lesson, Imitating a Pattern; worksheet on Great Leads and a Thesis; Worksheet on prompts, graphic organizer and checklist is given to students.</p> |

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| <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> | <p>(a.-f.)World Country report: Students write research paper and create multi-media poster board which include interesting facts, a data chart to show classification.</p> <p>Students also write a compare and contrast essay based character development in <i>The Great Gilly Hopkins</i>. Students are given a choice of two organizational structures (divided or alternating) and are required to follow the pattern.</p> | <p>(a.-f.)Individual rubrics for each segment of their report; Multi-media board display board</p> <p>Students are assessed on the depth and structure of their analysis.</p> | <p>(a.-f.) Graphic organizers, up-to-date nonfiction books on individual countries, Culture Grams, Internet sources and encyclopedias, misc. items for completion of board</p> <p>Rubrics</p> <p><i>The Great Gilly Hopkins</i></p> <p>Graphic Organizers</p> |
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| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame and setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. | <p>Students write an imaginative narrative based on “My Side of the Mountain” from the anthology. Students write a conclusion that stems from the information previously presented.</p> | <p>Students are assessed on their ability to create an ending that skillfully concludes the story, incorporating details from the text, inferred meanings, voice, and attention to author’s craft.</p> | <p>Trophies anthology</p> <p>Assignment sheet</p> <p>Rubric (Use PARCC rubric from correlating assignment)</p> |
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| <p>MA.3.A Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero’s journey, quest, or task)</p> | <p>Students will read a variety of legends from around the world. They will identify the conventions of legends. Students will then use this knowledge to write their own short legends by modifying an existing legend to fit in current times.</p> | <p>Students will be assessed on their ability to creatively incorporate the conventions of legends in their own writing.</p> | <p>Variety of legends Convention of Legends checklist Mentor texts Story map graphic organizer List of common morals</p> |
| <p><i>Production and Distribution of Writing</i></p> | | | |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p> | <p>Students write a letter to Dr. MLK expressing their opinion of his speech and writing about their dreams for America</p> | <p>Students are assessed on their ability to write appropriate to Dr. Martin Luther King Jr., as well as the depth of their analysis, and incorporating a strong voice. Rubric(s)</p> | <p>“I Have a Dream” Speech Close reading activity to prepare students</p> |
| <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 65.)</p> | <p>Throughout the year, utilizing the 6+1 Traits of Writing program, students will strengthen their writing in:</p> <ul style="list-style-type: none"> • Conventions • Ideas • Organization • Word Choice • Voice • Sentence Fluency • Presentation | <p>6+1 Traits of Writing rubrics This can be seen clearly in the year-long writing assessment in which students edit and revise their writing.</p> | <p>6+1 Traits of Writing Kits Assessment assignment sheets</p> |

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| <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> | <p>Students publish a variety of assignments over the year using the following programs: Microsoft Word, Publisher, PowerPoint.</p> <p>Students will type extended research paper, 8-15 pages plus table of contents and bibliography using Microsoft Word</p> | <p>Rubrics are assigned for each product</p> | <p>Computer Lab and classroom computers</p> |
| <p><i>Research to Build and Present Knowledge</i></p> | | | |
| <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> | <p>Students will research various science topics including protis and volcanoes, using a variety of sources to answer a specific question</p> | <p>Rubrics, oral presentations, power points, and construction of an erupting volcano</p> | <p>Science and Technology Text Book, <i>Discovery Works</i>, Internet, materials for volcano construction</p> |
| <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> | <p>Students will type extended research paper, 8-15 pages plus table of contents and bibliography using Microsoft Word</p> <p>Students take notes, which are then used for paraphrasing.</p> <p>Students keep track of sources used, and write bibliography pages for final reports.</p> | <p>Multiple rubrics for each segment of the research paper, observation</p> | <p>Books on world countries, Internet and Encyclopedias, Culture Grams, Atlases</p> <p>Supplemental lessons with Library/Media Specialist on writing bibliographies and <i>paraphrasing versus plagiarism</i>.</p> |

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| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> | <p>a. Students read Tuck Everlasting. They also read “The Circle Game” a poem/song by Joni Mitchell. They compare the theme of growing up and the symbolism used in both the novel and the poem.</p> <p>B. Students read <i>Knots in My Yoyo String</i> and study a related segment on Making Judgments using the evidence from the text to support claims.</p> | <p>a. Students complete a close reading of the poem/song, focusing on the theme. Students are then assessed on their ability to make connections between the theme of the novel and the theme of the song (through writing).</p> <p><i>Extension:</i> Students add stanzas in small groups by focusing on later stages of life incorporating the symbol of the circle in each stanza</p> <p>b. Class discussion and “Making Judgments” test prep worksheets (p12)</p> | <p>Copies of “The Circle Game”</p> <p><i>Tuck Everlasting</i></p> <p>Trophies anthology</p> |
| <i>Range of Writing</i> | | | |
| <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Students will research, reflect and revise research paper on world country over an extended period of time. Students will also write shorter writing assignments based on trade book journal questions, writing prompts from 6+1 Traits of writing and/or daily prompts.</p> | <p>Rubrics created for portions of research papers and rubrics created for shorter assignments</p> | <p>Books on world countries, Internet and Encyclopedias, Culture Grams, Atlases; 6+1 Writing Kit; Daily Writing Prompt</p> |

Speaking and Listening Standards Grade 6

| Learning Standard | Grade 6 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Comprehension and Collaboration</i> | | | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> | <p>Literature Circles/Student-led collaborative discussions:</p> <p>a.) Students will read a variety of texts in advance to group discussions (magazine articles, chapters of trade books, short stories, etc.)</p> <p>b.) Groups will create their own norms, and sign their copy. Each student will be assigned a role that includes a specific response. The teacher will select roles based on the text. Examples:</p> <ul style="list-style-type: none"> - <i>Artist</i> (draws a visual with caption that sums up an important event) - <i>Connector</i> (shares a meaningful connection to the text) - <i>News Reporter</i> (clearly state the main idea, and present appropriate details to the group) - <i>Word Collector</i> (locates new and intriguing words within the text, looks them up, and shares with the group) - <i>Discussion Director</i> (comes up with at least 4 meaningful questions that will evoke guided discussion) | <p>Observation and discussion, written questions, and speaking and listening; peer assessment</p> | <p>Literature Circle lessons and preparation activities</p> <p><i>Junior Scholastic</i> magazines</p> <p>Teacher created mock trial project; novel <i>The Great Gilly Hopkins</i></p> |

c.) Teacher will pose a “big idea” question that will challenge the group to think about this text and its connection to the real world (example: What did you learn about being a better citizen?)

d.) Groups will debrief as a class, sharing the most important ideas using a discussion guide, until it is no longer needed.

Students will engage in a mock trial after completing the novel *The Great Gilly Hopkins* to determine placement for Gilly in family court. Students will role play attorneys, preparing evidence and questions for witnesses. Witnesses must draw on text from novel to prepare statements for courtroom. Jurors must come up with questions for themselves to adequately determine Gilly’s placement and group assignment to write verdict and opinion.

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| <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> | <p>Students use diverse media including United Streaming, <i>Discovery Works</i> text to create and present orally animal and plant cells and discuss different cell parts</p> <p>Students read and listen to Martin Luther King Jr.'s "I Have a Dream" speech. They highlight and discuss the various literary devices found such as metaphors, similes, repetition for effect.</p> | <p>Rubric, assessed by presentation and explanation of cell parts</p> <p>Students will show understanding, identify and be able to use literary devices in their writing and poetry. Rubrics assigned to different pieces of writing</p> <p>Students complete a quick write answering the question: "How does format affect how you feel? Explain."</p> | <p>United Streaming Video, <i>Discovery Works</i></p> <p>Audio/Video of MLK's speech, copy of speech, variety of sources used to teach figurative language</p> |
| <p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>Students will read article on The Three Gorges Dam and debate the merits of each side. Students will evaluate the evidence provided by their peers.</p> | <p>Students will debate their stance and support evidence with facts from the article. Students assessed through classroom observation.</p> | <p><i>National Geographic East Asia</i> magazine; Teacher-created worksheets</p> |
| <p><i>Presentation of Knowledge and Ideas</i></p> | | | |
| <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Students present their country at the Country Fair explaining the facts and ideas that they have learned, use appropriate eye contact, adequate volume and clear pronunciation</p> | <p>Students are assessed via a checklist of requirements necessary during participation of country fair</p> | <p>Teacher created checklist, presentation space in gymnasium, library, cafeteria</p> |
| <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> | <p>At Country Fair, students present multimedia presentation including tri-fold poster board, traditional clothing, recipe from country, PowerPoint, music sources to present their countries</p> | <p>Students are assessed via a checklist of requirements necessary during participation of country fair</p> | <p>Students provide their own poster board, music sources, laptop for presentations</p> |

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| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)</p> | <p>Students present for a variety of audiences and purposes over the course of the year. For example, students present Inspiration Webs to the class in which they utilize note cards.</p> | <p>Students are assessed on their ability to maintain eye-contact, appropriate volume, pace, inflection, expression, etc.</p> | <p>Rubrics</p> |
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Language Standards Grade 6

| Learning Standard | Grade 6 Benchmark Tasks | Benchmark Assessments | Resources |
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| <i>Conventions of Standard English</i> | | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression conventional language. *</p> | <p>a. Students study unit titled <i>Subject and Object Pronouns and Possessive Pronouns and Contractions</i> in World of Language on including subject, object and possessive pronouns</p> <p>Daily Language Review and do lessons in Sitton Spelling</p> <p>b. Students are exposed to intensive pronouns, and are given opportunities to use them correctly in writing.</p> <p>c. <i>Using Pronouns</i> section in World of Language</p> <p>d. <i>Pronouns with Antecedents</i> section in World of Language</p> <p>e. <i>Using Pronouns</i> section teaches proper usage in writing and speaking using pronouns</p> | <p>-formative assessments including classwork, homework and use in writing and speaking; teacher-created summative assessments</p> | <p>World of Language text and supporting workbooks</p> <p>Teacher-created lessons and activities</p> <p>Sitton Spelling</p> |

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| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> | <p>6+1 Traits on convention, Sitton Spelling Daily Language review</p> <p>Students participate in a variety of interactive lessons and activities in which pronouns are the focus.</p> <p>Students begin to understand the use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements, including how to read said elements.</p> | <p>On daily work, in rubrics Spelling Cloze tests, proofreading tests, spelling in daily writing</p> | <p>Sitton Spelling 6+1 Traits kits Teacher-created resources</p> |
| <i>Knowledge of Language</i> | | | |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style. *</p> <p>b. Maintain consistency in style and tone. *</p> | <p>a. Students do a variety of activities to become proficient at sentence fluency and voice including reading, writing, and assessing of sentence fluency and voice. For example, students so lesson 17 in 6+1 Writing, titled “Short, Long, and In-between” which focuses on sentence variety.</p> <p>b. Consistency in style in tone is introduced in the lesson “Hello, How are you? or Wuz up?” (6+1 Traits)</p> | <p>Rubrics for sentence fluency on a variety of writing prompts. There is a formative assessment at the end of “Short, Long, and In-between” to assess students. Summative assessments are based on the rubric from 6+1 Traits of Writing</p> <p>b.) Students are formally and informally assessed on this throughout the year.</p> | <p>Sitton Spelling 6+1 Traits kits</p> |
| <i>Vocabulary Acquisition and Use</i> | | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing</p> | <p>Students will read vocabulary in context prior to anthology stories and determine the meaning from usage in context.</p> | <p>Observation</p> | <ul style="list-style-type: none"> • Sitton Spelling • Vocabulary Extension Sheet • Daily Language Review |

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| <p>flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>Students read a variety of individual passages and determine the meaning of bolded words. Students verify their preliminary meanings using reference material.</p> <p>Students read from Harcourt Trophies lessons on prefixes, suffixes and roots and apply to vocabulary comprehension. Lessons are also found in Sitton Spelling.</p> <p>Students sort words based on mastery, determining their prior knowledge, misconceptions, and areas of need.</p> <p>Students complete the vocabulary extension activity that asks students to consult reference materials and identify the precise part of speech as well as interpret the word in a variety of other ways.</p> | <p>Daily language packets</p> <p>Worksheets, Around-the-World game</p> <p>Centers</p> <p>Students utilize reference materials for their ongoing writing assessment to enhance word choice.</p> | <ul style="list-style-type: none"> • Centers • World of Language • Teacher created flash-cards • Thesaurus • Dictionaries • Harcourt Trophies Anthology |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g.,</p> | <p>A. Students do a variety of exercises to address figures of speech. Novels read whole class are full of figurative language. Exercises are given that use specific examples from the text to examine. They could be idioms, metaphors, proverbs or sayings that students examine and find</p> | <p>A. Exercises, worksheets, application of figurative language in writing. Daily Language Review also contains examples and practice of figurative language.</p> <p>B. A variety of vocabulary practice includes analogies of word relationships. It is also contained in Sitton Spelling and Daily Language.</p> | <p>Teacher unit workbooks contain figurative language (<i>The Great Gilly Hopkins, Tuck Everlasting, and Where the Red Fern Grows</i>).</p> <p>Teacher created lessons</p> <p>Sitton Spelling; Daily Language Review for Sixth Grade</p> |

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| <p>cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> | <p>literal meaning.</p> <p>B. Students practice analogies in reading practice books and daily language review.</p> <p>C. World of Language and Trophies anthology lessons on connotation are given.</p> <p>Students complete the vocabulary extension activity that asks students to consult reference materials and identify the precise part of speech as well as interpret the word in a variety of other ways (connotation, associations, synonyms/antonyms, etc.).</p> | | <p>Trophies</p> <p>Vocabulary extension activities</p> <p>Various interactive lessons on word choice</p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension and expression.</p> | <p>Across the curriculum students acquire new vocabulary. In reading, specific words are selected from Anthology selections or trade books. In social studies, math, and science, important vocabulary is selected for students to master.</p> | <p>A variety of vocabulary tasks are used to assess students including application of words in context such as in sentences or stories, vocabulary quizzes and tests.</p> | <p>Flash cards, texts with selected vocabulary, teacher created assignments and worksheets, Edhelper created assignments, word walls</p> |

*These skills and understandings are particularly likely to require continued attention in higher grades.