

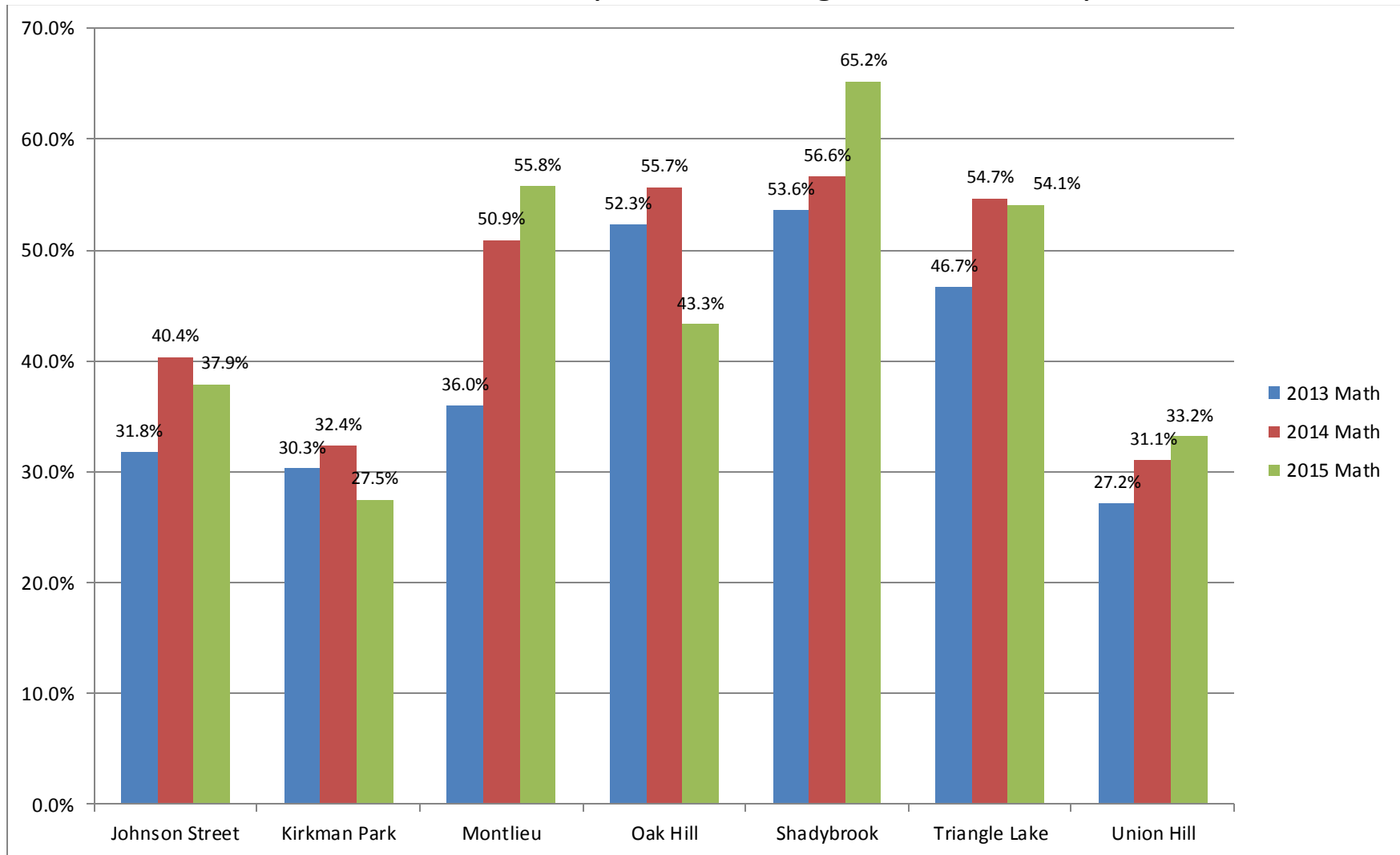
## Appendix A

### Evidence of Educational Need

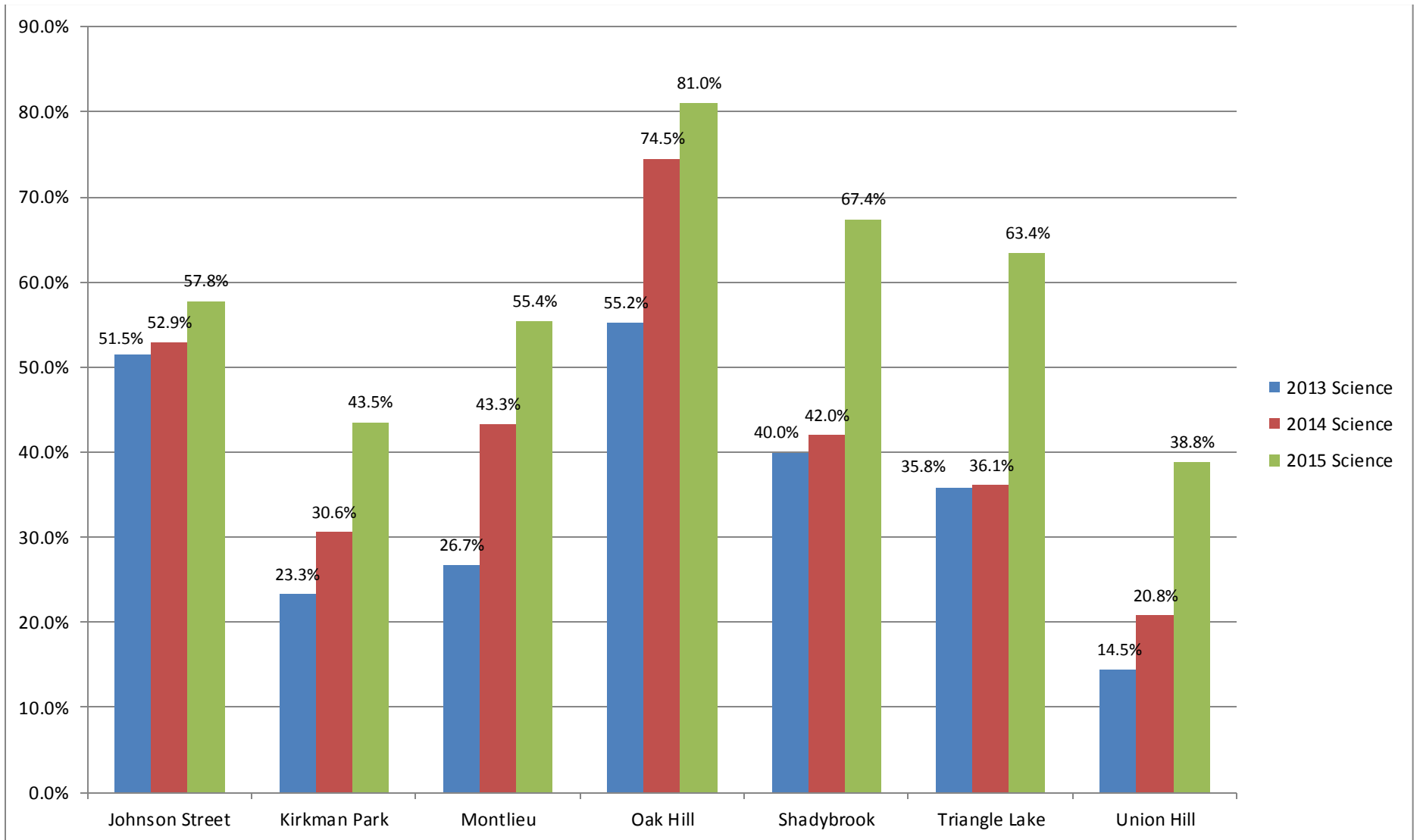
A-1. Standardized test results for schools in target area

A-3. Survey Results including survey questions

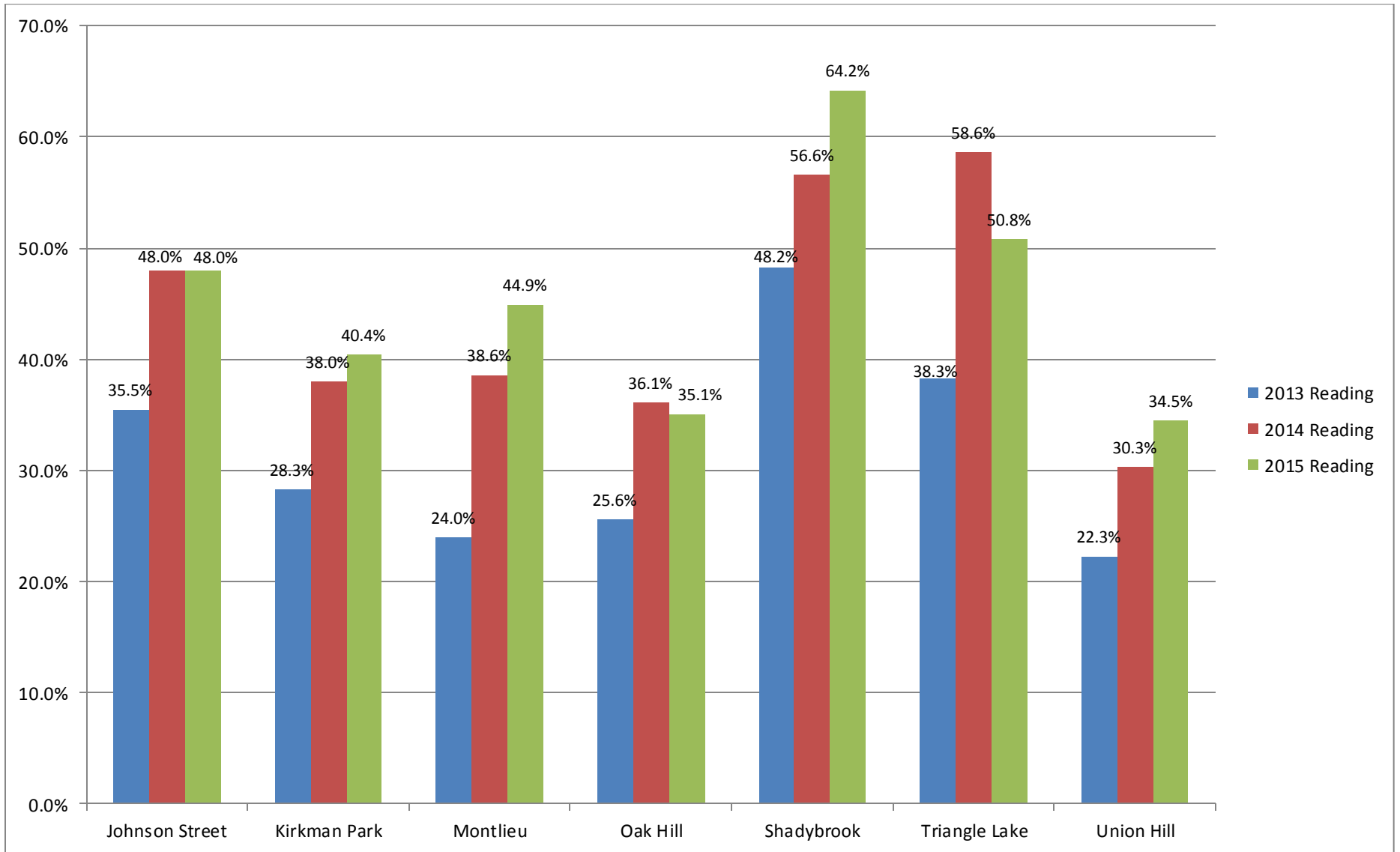
## Infinite Hope Preparatory NC EOG Proficiency Scores in Targeted Community



Source: NC School Report Cards 2013, 2014 & 2015



Source: NC School Report Cards 2013, 2014 & 2015



## Infinite Hope Preparatory Survey Results Narrative

As the Infinite Hope Board Members were seeking to establish the vision for the school, we sought information from community members. These community members included parents, church members, business owners, and educators. Of the surveys collected:

- 100% would be supportive of a school that provided students the ability to get additional support for basic skill development in reading, writing, and/or math
- 42.8% were highly interested in the proposed charter school and/or would like additional information
- 80% would support a charter school that provided the ability for extra challenge per their child's needs

### Please select the county (school district) of your residence.

| Answer Choices –                                | Responses – |
|---|-------------|
| –<br>Guilford County                            | 83.33%      |
| –<br>Forsyth County                             | 16.67%      |
| –<br>Davidson County                            | 0.00%       |
| –<br>Randolph County                            | 0.00%       |
| –<br><b>Responses</b><br>Other (please specify) | 0.00%       |

### What grade is your son / daughter currently in?

| Answer Choices – | Responses – |
|------------------|-------------|
| –Pre-K           | 33.33%      |
| –Kindergarten    | 16.67%      |
| –1st Grade       | 0.00%       |
| –2nd Grade       | 16.67%      |
| –3rd Grade       | 0.00%       |
| –4th Grade       | 33.33%      |

## How does your child currently do in school?

| Answer Choices –                            | Responses – |
|---|-------------|
| – Failing or close to failing               | 16.67%      |
| – Below average (grades mostly C's and D's) | 0.00%       |
| – Average (Grades mostly B's and C's)       | 16.67%      |
| – Above average (Grades mostly A's and B's) | 66.67%      |

### Check all answers that would describe your son / daughter's school experience thus far:

| Responses –   |        |
|---|--------|
| – Does fine but seems bored or disengaged                             | 33.33% |
| – Enjoys school but does not work up to his / her ability             | 33.33% |
| – Loves school; works hard and is successful                          | 0.00%  |
| – Enjoys hands-on work more than "book work"                          | 83.33% |
| – Frustrated with school and not doing well                           | 33.33% |
| – Needs more challenge  | 50.00% |
| – Enjoys classes that use technology resources                        | 83.33% |
| – Attendance concerns   | 0.00%  |
| – Loves school; does well in the current educational environment      | 66.67% |
| – Does not participate in activities outside the school day           | 0.00%  |
| – Needs more support to develop core skills in reading, writing, math | 33.33% |
| – Seems to not be "connected" to school                               | 16.67% |

### When your daughter / son talks about the future, what does s/he consider doing after high school? (check all that apply)

| Answer Choices –                      | Responses – |
|---------------------------------------|-------------|
| – 2-year college or technical college | 0.00%       |
| – 4-year college or university        | 100.00%     |
| – Military                            | 0.00%       |
| – Work for others                     | 0.00%       |
| – Start / run own business            | 0.00%       |

**On a scale of 1 (NO INTEREST) to 4 (HIGH INTEREST), please indicate your level of interest in the following charter school options for YOUR student:**

|  | No Interest – | Some Interest – | Moderate Interest – | High Interest – |
|--|---------------|-----------------|---------------------|-----------------|
| – Project-based charter school   | 16.67%        | 33.33%          | 0.00%               | 50.00%          |
| – Ability to get additional support for basic skill development in reading, writing, and/or math | 0.00%         | 0.00%           | 0.00%               | 100.00%         |
| – Charter school based on providing strategic reading instruction                                | 0.00%         | 0.00%           | 20.00%              | 80.00%          |
| – Ability to self-select hands-on projects to document academic progress                         | 0.00%         | 20.00%          | 20.00%              | 60.00%          |
| – Ability to work in smaller, multi-grade instructional groups                                   | 0.00%         | 40.00%          | 0.00%               | 60.00%          |
| – Ability for extra challenge per my child's needs   | 0.00%         | 20.00%          | 0.00%               | 80.00%          |

**What response best describes your reaction to the charter school proposal at this time?**

| Answer Choices –   | Responses – |
|--|-------------|
| – It sounds perfect for my student; I would likely have my son / daughter apply                    | 14.29%      |
| – I'm highly interested but need more facts and details  | 28.57%      |
| – I think it's a great idea for the school district, but it probably does not fit my child's needs | 14.29%      |
| – This proposal may work for my child; I'm undecided on whether I'd have him/her apply             | 28.57%      |
| – I'm not interested in this for my daughter / son   | 14.29%      |
| – I do not think this is a good option for the district  | 0.00%       |



EXPEDITIONARY  
LEARNING

# Grade 5: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCSS RF.5 and RF.6. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org) or [EngageNY.org](http://EngageNY.org) and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



|                     | Module 1                                     | Module 2A   | Module 2B  | Module 3A  | Module 3B  | Module 4 <sup>1</sup>                       |
|---------------------|--|---|--|--|--|---|
| <b>Focus</b>        | Becoming a Close Reader and Writing to Learn | Researching to Build Knowledge and Teaching Others    | Researching to Build Knowledge and Teaching Others | Considering Perspectives and Supporting Opinions | Considering Perspectives and Supporting Opinions | Gathering Evidence and Speaking to Others   |
| <b>Module Title</b> | Stories of Human Rights                      | Biodiversity in Rainforests of the Western Hemisphere | Inventions that Changed Peoples Lives              | Sports and Athletes' Impact on Culture           | Balancing Competing Needs in Canada              | Natural Disasters in the Western Hemisphere |

<sup>1</sup>Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



|                    | Module 1   | Module 2A   | Module 2B   | Module 3A  | Module 3B  | Module 4 <sup>2</sup>  |
|--------------------|--|---|---|--|--|--|
| <b>Description</b> | <p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study <i>Esperanza Rising</i>, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and <i>Esperanza Rising</i> as they prepare and perform a Readers Theater.</p> | <p>This module (which could be used in conjunction with a study of Latin America) features a close read of <i>The Most Beautiful Roof in the World</i>, which describes the work of scientists documenting rainforest biodiversity. Students build knowledge about the rainforests and how scientists closely observe the natural world to then help them communicate their research. They then do a case study of Meg Lowman, the researcher featured in <i>The Most Beautiful Roof in the World</i>. Finally, students examine the qualities of field guides and journals, research either ants or butterflies of the rainforest, and produce an informational report and a field journal–style page for younger readers.</p> | <p>Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people’s lives. They conduct authentic research to build their own knowledge and teach others through writing. Students read the graphic novel <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> as well as several informational articles about inventions in order to write a short opinion paragraph about which of the inventions they learned about has been most important to people and why. Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan’s traffic light or the Wright brothers’ airplane in order to develop a narrative in the form of a graphic novelette about the invention they researched.</p> | <p>Students learn about the importance of sports in American culture. They read the challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i>, focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions. Next, students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers. Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.</p> | <p>Students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. They read <i>The Inuit Thought of It: Amazing Arctic Innovations</i>, to learn about how the native Inuit people of Canada used natural resources to meet the needs of their community hundreds of years ago. They then read/view a variety of informational texts and media to examine how the resources in Canada are used meet the needs and wants of people throughout the Western Hemisphere, today. Finally, students reflect upon two points of view regarding a current mining project that has been proposed for development in a present-day Inuit community and express their opinion in the form of an editorial essay.</p> | <p>This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book <i>Eight Days: A Story of Haiti</i> and the novel <i>Dark Water Rising</i>. They analyze how the narrator’s perspective determines how events are described. Then, students conduct a short research project about Haiti and the Red Cross, and ultimately draft and revise an opinion speech in which they take a stand on what role humanitarian organizations should take when neighboring countries are struck by natural disasters. They deliver this speech to the class.</p> |

<sup>2</sup> Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



|   | Module 1   | Module 2A   | Module 2B   | Module 3A   | Module 3B  | Module 4  |
|---|--|---|---|---|--|---|
| <p><b>Texts (central text(s) in bold)</b><sup>3</sup></p> | <ul style="list-style-type: none"> <li>• Readers on Stage, Aaron Shepard (RL Reader’s Theater, NL)</li> <li>• “The History of the United Nations,” <a href="http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm">http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm</a> (excerpt) (RI, NL)</li> <li>• <i>Fluency Practice Read-Aloud Plays: Grades 5-6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension</i>, Kathleen M. Hollenbeck (RL Reader’s Theater, NL)</li> <li>• <i>Readers Theater Grade 5</i>, Michael Ryall (RL, NL)</li> <li>• <b>The Universal Declaration of Human Rights</b> (RI, 1695L) (excerpts only)</li> <li>• “Background on the UDHR,” excerpted from <i>Human Rights: Here &amp; Now</i>, edited by Nancy Flowers (RI, 1690L)</li> <li>• The Universal Declaration</li> </ul> | <ul style="list-style-type: none"> <li>• Transcript: “Great Bear Rainforest Remote Camera Project” (RI, 1250L)</li> <li>• <b>The Most Beautiful Roof in the World</b>, Meg Lowman (RI, 1160L)</li> <li>• “Meg Lowman Interview: Questions and Answers,” adapted from Smithsonian and Visitraleigh.com (RI, 1110L)</li> <li>• “Amazon Rainforest,” Phyllis Barkas Goldman (RI, 1030L)</li> <li>• “Sloth Researcher: Bryson Voirin,” The Wild Classroom interview (RI, 950L)</li> <li>• “Hawaii’s Endangered Happy Face Spider,” Expeditionary Learning (RI, 940L)</li> <li>• “Live Online Interview with Eve Nilson,” Scholastic (RI, 880L)</li> <li>• “I Want to Be a Rainforest Scientist,” poem (RL, 1100L)</li> <li>• “Facts about Howler Monkeys,” <i>National</i></li> </ul> | <ul style="list-style-type: none"> <li>• “Dr. James Naismith, Inventor of Basketball,” <a href="http://www.kansasheritage.org/people/naismith.html">http://www.kansasheritage.org/people/naismith.html</a> (RI, 1290L)</li> <li>• “Airplane.” The New Book of Knowledge, Grolier Online, 2013. Web. Sept. 16, 2013 (excerpts) (RI, 1170L)</li> <li>• How Do Inventions Affect the Way We Live? Susan Quinn (RI, 1130L)</li> <li>• “First College Basketball Game,” <a href="http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_1.html">http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_1.html</a>, <a href="http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_2.html">http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_2.html</a>, <a href="http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_3.html">http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_3.html</a>. (RI, 1120L)</li> <li>• “How Did We Learn to Fly Like Birds?” <a href="http://www.grc.nasa.gov/WWW/k-12/UEET/StudentSite/historyofflight.html">http://www.grc.nasa.gov/WWW/k-12/UEET/StudentSite/historyofflight.html</a> (excerpts) (RI, 1120L)</li> <li>• “The Electric Motor,”</li> </ul> | <ul style="list-style-type: none"> <li>• “H.R. 4130: The Althea Gibson Excellence Act,” 112th Congress (RI, 1670L)</li> <li>• “The Great Roberto Clemente—Latino Legends in Sports,” Ozzie Gonzales (RI, 1240L)</li> <li>• “Sports in America,” abridged from U.S. State Department IIP publications (RI, 1190L)</li> <li>• H.R. 4130, United States Congress (RI, 1160L)</li> <li>• “Rules for Riding Desegregated Buses,” Dr. Martin Luther King Jr. (RI, 1160L)</li> <li>• “Notable Southerners: Althea Gibson,” as found at <a href="http://www.punctuationmadesimple.com/files/Althea_Gibson.doc">www.punctuationmadesimple.com/files/Althea_Gibson.doc</a> (RI, 1130L)</li> <li>• <b>Promises to Keep: How Jackie Robinson Changed America</b>, Sharon Robinson (RI, 1030L)</li> <li>• “It’s Not Just a Game,” Lori Calabrese (RI, 1020L)</li> <li>• “Gibson, Althea (1927-2003),” Reviewed by Frank</li> </ul> | <ul style="list-style-type: none"> <li>• <b>The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It)</b>, Alooook Ipellie and David MacDonald (RI, NL)</li> <li>• “Multibillion-dollar Iron Mine Approved for Baffin Island” excerpts CBC News Posted: Sep 15, 2012 (RI, 1410L)</li> <li>• “Deforestation in Canada” <a href="http://cfs.nrcan.gc.ca/pages/391">http://cfs.nrcan.gc.ca/pages/391</a> (RI, 1300L)</li> <li>• “Monitoring the Mary River Project” excerpt <a href="http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring">http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring</a> (RI, 1260L)</li> <li>• “Developing a Vital Resource for Canadians and the World” video transcript <a href="http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world">http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world</a> (RI, 1250L)</li> <li>• “Products of Mining in</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Eight Days</b>, Edwidge Danticat (RL, 820L)</li> <li>• “Help for Haiti,” <i>Weekly Reader</i> (RI, NL)</li> <li>• “Haiti Earthquake Relief One-Year Report,” <a href="http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf">http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf</a> (RI, 1380L)</li> <li>• “American Red Cross Disaster Relief,” <a href="http://www.redcross.com">redcross.com</a> (RI, 1320L)</li> <li>• “Earthquakes,” <a href="http://scienceforkids.kidipede.com">scienceforkids.kidipede.com</a> (RI, 1240L)</li> <li>• “The Red Cross at a Glance,” Dave Coustan (RI, 1200L)</li> <li>• “How Does a Hurricane Form?” <a href="http://scijinks.nasa.gov/hurricane">scijinks.nasa.gov/hurricane</a> (RI, 1140L)</li> <li>• Characteristics of Multinational Organizations, Matt Reher (RI, 1070L)</li> <li>• “How Do Hurricanes Form?” <a href="http://eo.ucar.edu/kids/dangerwx/hurricane3.htm">eo.ucar.edu/kids/dangerwx/hurricane3.htm</a> (RI,</li> </ul> |

<sup>3</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



|  | Module 1  | Module 2A  | Module 2B   | Module 3A   | Module 3B  | Module 4   |
|--|---|--|---|---|--|--|
|  | <p>of Human Rights—Plain Language Version (RI, 1520L)</p> <ul style="list-style-type: none"> <li>• “A Short History of the UDHR,” adapted from <i>Human Rights Here &amp; Now</i>, edited by Nancy Flowers (RI, 930L)</li> <li>• “Teaching Nepalis to Read, Plant, and Vote,” Lesley Reed (RI, 930L)</li> <li>• “From Kosovo to the United States,” Isau Ajeti and Blanche Gosselin (RI, 560L)</li> <li>• <b>Esperanza Rising</b>, Pam Munoz Ryan (RL, 740L)</li> <li>• “Readers Theater Script: American Heroes” (RL, 660L)</li> </ul> | <p><i>Geographic</i> (RI, 910L)</p> <ul style="list-style-type: none"> <li>• “The Wings of the Butterfly: A Tale of the Amazon Rainforest,” Aaron Shepard (RL, 720L)</li> <li>• <i>Rainforest Research Journal</i>, Paul Mason (excerpts) (RI, NL; teacher copy only)</li> <li>• <i>Peterson First Field Guide to Birds of North America</i> (RI, NL)</li> </ul> | <p>Expeditionary Learning (RI, 1090L)</p> <ul style="list-style-type: none"> <li>• Inventing the Plane, Kate Reuther (RI, 1080L)</li> <li>• “Garrett Morgan: Inventor Hero,” Paula Morrow, in <i>Ask Magazine</i>, <a href="http://www.askmagkids.com/">http://www.askmagkids.com/</a> (RI, 1090L)</li> <li>• Inventing the Plane, Kate Reuther (RI, 1080L)</li> <li>• “Ingenious Inventions by Women: The Windshield Wiper and Paper Bag Machine,” Expeditionary Learning (RI, 1050L)</li> <li>• “Transportation, from the Soap Box Derby to the Jeep: First Automatic Traffic Signal,” from The Ohio Academy of Sciences, Heartland Science <a href="http://www.heartlandscience.org">www.heartlandscience.org</a> (RI, 1040L)</li> <li>• “Steve Jobs,” <i>Time for Kids</i> <a href="http://www.timeforkids.com/news/steve-jobs/21806">http://www.timeforkids.com/news/steve-jobs/21806</a> (excerpts) (RI, 1030L)</li> <li>• “The Twofold Genius of Garrett Morgan,” from Social Studies for Kids, <a href="http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm">http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm</a>. (RI, 950L)</li> </ul> | <p>V. Phelps. <i>The New Book of Knowledge</i>. Grolier Online (RI, 1000L)</p> <ul style="list-style-type: none"> <li>• “Roberto Clemente,” Lynn C. Kronzek (RI, 990L)</li> <li>• “Roots of American Sports,” <i>Ally’s Multicultural History &amp; How It Relates to Us Today</i>. (RI, 940L)</li> <li>• “Courage on the Field,” Marc Stewart (RI, 930L)</li> <li>• “Roberto Clemente’s Gifts From the Heart,” Scholastic News (RI, 870L)</li> <li>• “The Great Migration,” <i>Junior Scholastic</i> (RI, 540L)</li> </ul> | <p>Canada: From Batteries to Vehicles” <a href="http://www.acareerinmining.ca/en/industry/everydayproducts.asp">http://www.acareerinmining.ca/en/industry/everydayproducts.asp</a> (RI, 1180L)</p> <ul style="list-style-type: none"> <li>• “Products” excerpts <a href="http://www.oilandgasinfo.ca/oil-gas-you/products/">http://www.oilandgasinfo.ca/oil-gas-you/products/</a> (RI, 1170L)</li> <li>• “Nunavut Braces for Massive Mary River Mine” CBC, September 13, 2012 (RI, 1120L)</li> <li>• “Natural Resources and the Canadian Economy” <a href="http://actionplan.gc.ca/en/page/r2d-dr2/overview">http://actionplan.gc.ca/en/page/r2d-dr2/overview</a> (RI, 1110L)</li> <li>• “Excerpts from the Qikiqtani Inuit Association Website” <a href="http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject">http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject</a> (RI, 1110L)</li> <li>• “Should We Drill?” Scholastic News Edition 5/6, April 26, 2010 (RI, 1070L)</li> <li>• “Nunavut” excerpts Bone, R. M. “Nunavut.” <i>The New Book of Knowledge</i>. Grolier Online, 2013. Web. 11 Sept. 2013 (RI, 970L)</li> </ul> | <p>1050L)</p> <ul style="list-style-type: none"> <li>• “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (RI, 1040L)</li> <li>• “Surface Amplified Haiti Earthquake,” <i>Weekly Reader</i> (RI, 910L)</li> <li>• “A Rocky Road Ahead,” <i>Scholastic News</i> (RI, 820L)</li> <li>• Earthquake.” <i>The New Book of Knowledge</i>. Grolier Online (RI, 770L)</li> <li>• “On Shaky Ground,” Scholastic Inc. (RI, 760L)</li> </ul> |



|  | Module 1 | Module 2A | Module 2B  | Module 3A | Module 3B   | Module 4 |
|--|----------|-----------|--|-----------|---|----------|
|  |          |           | <ul style="list-style-type: none"> <li>• “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” Junior Scholastic. 11/21/2011, Vol. 114 Issue 6, p5-5. 1p (RI, 940L)</li> <li>• Garrett Augustus Morgan, Expeditionary Learning (RI, 930L)</li> <li>• “Invention of the Airplane,” Shashank Nakate, <a href="http://www.buzzle.com/articles/invention-of-the-airplane.html">http://www.buzzle.com/articles/invention-of-the-airplane.html</a> (excerpts) (RI, 920L)</li> <li>• <b><i>The Boy Who Invented TV: The Story of Philo Farnsworth</i></b>, Kathleen Krull (RI, 860L)</li> <li>• “The TV Guy,” <a href="http://www.ilovehistory.utah.gov/people/difference/farnsworth.html">http://www.ilovehistory.utah.gov/people/difference/farnsworth.html</a> (RI, 850L)</li> <li>• <b><i>Investigating the Scientific Method with Max Axiom, Super Scientist</i></b>, Donald B. Lemke (RI, 760L)</li> <li>• “Television Takes the World by Storm” (video excerpts), <a href="http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by-">http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by-</a></li> </ul> |           | <ul style="list-style-type: none"> <li>• “Minerals and Metals in Your Life” excerpts PDAC Mining Matters News September 2004 – Issue 4 (RI, 940L)</li> <li>• “A Limited Supply” <a href="http://www.ecokids.ca/pub/eco_info/topics/canadas_north/nature/resources.cfm">http://www.ecokids.ca/pub/eco_info/topics/canadas_north/nature/resources.cfm</a> (RI, 910L)</li> </ul> |          |



|                         | Module 1   | Module 2A  | Module 2B   | Module 3A   | Module 3B  | Module 4   |
|-------------------------|--|--|---|---|--|--|
|                         |  |  | storm#television-takes-the-world-by-storm (RI, NL)  |   |  |  |
| <b>Lexile®</b>          | Common Core Band Level Text Difficulty Ranges for Grades 4–5 <sup>4</sup> : 740–1010L  |  |   |   |  |  |
| <b>Performance Task</b> | Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, W.5.4, W.5.5, W.5.9, W.5.10, W.5.11, and SL.5.6) scaffolded script writing and dramatic presentation | Research-Based Narrative Writing: Rainforest Field Journal Page (RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9) scaffolded narrative and explanatory essay | Graphic Style Novelette (RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.1c, L.5.3, and L.5.4) scaffolded research-based graphic novel | Letter to a Publisher (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, L.5.1, L.5.2a-c and L.5.6) scaffolded opinion essay | Editorial Essay (W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3) scaffolded opinion essay | Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.11, L.5.1, L.5.2, L.5.3a, L.5.6, SL.5.4, SL.5.5, and SL.5.6) scaffolded essay and speech |

<sup>4</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)





Unit-Level Assessments (ELA CCSS)

|                      | Module 1  | Module 2A  | Module 2B   | Module 3A   | Module 3B   | Module 4   |
|----------------------|---|--|---|---|---|--|
| <b>Mid-Unit 1</b>    | Human Rights Vocabulary and Common Prefixes (L.5.6 and W.5.10) selected response and short constructed response                               | Analyzing an Interview with a Rainforest Scientist Part 1 (RI.5.1, RI.5.2, RI.5.3 and L.5.4) selected response and short constructed response  | Text Dependent Questions: <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> , pages 24–27 (RL.5.7, W.5.9, and L.5.4) selected response and short constructed response | Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, and RI.5.8) selected response and short constructed response              | Text-Dependent and Short Answer Questions: “Arctic Fun” (RI.5.1, RI.5.2, RI.5.4, and L.5.5c) short constructed response                   | Text-Dependent Short-Answer Quiz—the Effects of Natural Disasters (RI.5.1, RI.5.3 and RI.5.4) selected response and short constructed response   |
| <b>End of Unit 1</b> | On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9) selected response and extended response              | Analyzing an Interview with a Rainforest Scientist Part 2, and Comparing and Contrasting Texts about Rainforest Biodiversity (RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1a, b) selected response, short constructed response, and speaking and listening | Using Quotes to Explain Relationships and Support an Opinion (RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1a and b) selected response, short constructed response, and short opinion essay        | On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (W.5.1 and W.5.9) short constructed response                                    | On-Demand Note Taking and Summarizing: “The Inuit Today” (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5c) on-demand note taking               | Part I, On-Demand Essay: “What Makes a Hurricane a Natural Disaster?” (W.5.2, W.5.4, W.5.9b); Part II, Science Talk (SL.5.1a, b, c, d, e and f) extended response and speaking and listening |
| <b>Mid-Unit 2</b>    | Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.3, RL.5.2, and RL.5.4) selected response and short constructed response | <i>The Most Beautiful Roof in the World</i> Quiz (RI.5.1, RI.5.2, RI.5.4, and L.5.4a and b) selected response and short constructed response   | Text-Dependent Questions: “The TV Guy” (RI.5.1, RI.5.2, RI.5.4, and L.5.4) selected response and short constructed response   | Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field” (RI.5.2, RI.5.4, RI.5.6 and RI.5.8) selected response and short constructed response | Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (RI.5.1, L.5.4 (a, c), and L.5.5c) short constructed response | Text-Dependent Questions, <i>Dark Water Rising</i> Chapter 13 (RL.5.6, RL.5.7, and L.5.5a, b, c) selected response and short constructed response  |
| <b>End of Unit 2</b> | On-Demand Analytical Essay about How <i>Esperanza</i> Changes Over Time   | On-Demand Analysis of Meg Lowman’s Research in the Rainforest (W.5.2a, b, d, e, W.5.4,   | On-Demand Informational Writing: Philo Farnsworth’s Invention of  | Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy  | Research and Response (RI.5.1, RI.5.3, RI.5.9, W.5.7, W.5.8, SL.5.1 and SL.5.2) research and  | On-Demand Analysis of How Different Narrators Describe Similar Events (RL.5.9, W.5.2, W.5.4 and  |



|                      | Module 1   | Module 2A  | Module 2B   | Module 3A  | Module 3B  | Module 4  |
|----------------------|--|--|---|--|--|---|
|                      | (RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9a) extended response                                | W.5.8 and W.5.9b) extended response  | the Television and How It Changed People’s Lives (RL.5.3, W.5.2, and L.5.4) on-demand essay   | (W.5.1, W.5.4 and W.5.9) extended response   | speaking and listening response  | W.5.9a) extended response   |
| <b>Mid-Unit 3</b>    | Evaluating a Novel versus a Script (RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9) short constructed response | On-Demand Note-Taking about Howler Monkeys (RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9b) short constructed response                          | On-Demand Note Taking and Text-Dependent Questions: “Garrett Augustus Morgan” or “How Did We Learn to Fly?” (RI.5.1, RI.5.4, RI.5.7, W.5.7 and W.5.8) selected response and short constructed response            | Notes and Graphic Organizer for a Letter to a Publisher (RI.5.9, W.5.1, W.5.7, and L.5.6) short constructed response | On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a) note taking                                  | Short Constructed Response and Organizing Notes for a Public Speech (RI.5.7, W.5.7, W.5.8, and W.5.9b) short constructed response   |
| <b>End of Unit 3</b> | Individual Scene of a Readers Theater Script (W.5.3, W.5.4, and W.5.9) extended response                   | Writing a Rainforest Field Journal Entry about Howler Monkeys (RI.5.7, W.5.2a, b, c, d, W.5.3, W.5.4, W.5.7, and W.5.9b) extended response | Text-Dependent Questions about “You Can Do a Graphic Novel” excerpt and Storyboard Draft (RI.5.1, RI.5.4, RI.5.9, W.5.2, W.5.3a and b, W.5.4, and W.5.8) selected response, short constructed response, and notes | Draft Letter to a Publisher (RI.5.9, W.5.1, W.5.4, L.5.1c, d) extended response                                      | Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a) short response and scaffolded essay | On-demand Draft Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9 and L.5.2) extended response |



### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document *Foundational Reading and Language Standards: Resources Packages for Grades 3-5*. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



Reading Standards for Literature

|   | Module 1   | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|--|-----------|-----------|-----------|-----------|----------|
| RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | ✓  |           |           |           |           |          |
| RL.5.2. 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. | ✓  |           |           |           |           |          |
| RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  | ✓  |           | ✓         |           |           |          |
| RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   | ✓  |           |           |           |           |          |
| RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  | ✓  |           |           |           |           |          |
| RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.   | ✓  |           |           |           |           | **       |
| A. Recognize and describe how an author's background affects his or her perspective. <sup>5</sup>   |  |           |           |           |           | *        |
| RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |  |           | ✓         |           |           | *        |
| RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <sup>6</sup>   | ✓  |           |           |           |           | *        |
| RL.5.10. 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.                            | Integrated throughout.   |           |           |           |           |          |
| RL.5.11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts,   | Implemented through Accountable Independent Reading: see "Launching Independent Reading in |           |           |           |           |          |

\* Not formally assessed; to be addressed upon revision.

<sup>5</sup> This is a standard specific to New York State.

<sup>6</sup> RL.5.9 is particularly emphasized in M4.



|   | Module 1  | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|---|-----------|-----------|-----------|-----------|----------|
| ideas, cultural perspectives, eras, personal events, and situations. <sup>7</sup>   | Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).  |           |           |           |           |          |
| A. Self-select texts to develop personal preferences regarding favorite authors.  | Integrated throughout.  |           |           |           |           |          |
| B. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the piece. | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). |           |           |           |           |          |

<sup>7</sup> This is a standard specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

|  | Module 1               | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  | ✓                      | ✓         | ✓         |           | ✓         | ✓        |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <sup>8</sup>   | ✓                      | ✓         | ✓         | ✓         | ✓         |          |
| RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                          | ✓                      | ✓         | ✓         |           | ✓         | ✓        |
| RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.   |                        | ✓         | ✓         | ✓         | ✓         | ✓        |
| RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.   |                        | ✓         | ✓         |           |           |          |
| RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   |                        |           |           | ✓         | ✓         |          |
| RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.   |                        | ✓         | ✓         |           |           | ✓        |
| RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).   |                        |           |           | ✓         | ✓         |          |
| RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   | ✓                      | ✓         | ✓         | ✓         | ✓         | ✓        |
| RI.5.10. 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. | Integrated throughout. |           |           |           |           |          |

<sup>8</sup> RI.5.2: The assessment in M2A and M2B is a scaffold toward full mastery of the standard, which is assessed again in M3A and M3B.



**Reading Standards: Foundational Skills**

|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words  |          |           | +*        |           |           |          |
| 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. |          |           | +         |           |           |          |
| RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  |          |           | +         |           |           |          |
| A. Read grade-level text with purpose and understanding.   |          |           | +         |           |           |          |
| B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  |          |           | +         |           |           |          |
| C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.  |          |           | +         |           |           |          |

<sup>+</sup> This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



Writing Standards

|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |          |           |           | ✓         | ✓         | ✓        |
| A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.                           |          | ✓         | ✓         | ✓         | ✓         | ✓        |
| B. Provide logically ordered reasons that are supported by facts and details.  |          | ✓         | ✓         | ✓         | ✓         | ✓        |
| C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).  |          |           |           | ✓         | ✓         | ✓        |
| D. Provide a concluding statement or section related to the opinion presented.   |          |           |           | ✓         | ✓         | ✓        |
| W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  | ✓        | ✓         | ✓         |           |           | ✓        |
| A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | ✓        | ✓         | ✓         |           |           | ✓        |
| B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  | ✓        | ✓         | ✓         |           |           | ✓        |
| C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).   | ✓        | ✓         | ✓         |           |           | ✓        |
| D. Use precise language and domain-specific vocabulary to inform about or explain the topic.   | ✓        | ✓         | ✓         |           |           | ✓        |
| E. Provide a concluding statement or section related to the information or explanation presented.  | ✓        | ✓         | ✓         |           |           | ✓        |





|  | Module 1               | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.  | ✓                      | ✓         | ✓         |           |           |          |
| A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  | ✓                      | ✓         | ✓         |           |           |          |
| B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.   | ✓                      | ✓         | ✓         |           |           |          |
| C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   | ✓                      | ✓         |           |           |           |          |
| D. Use concrete words and phrases and sensory details to convey experiences and events precisely.  | ✓                      | ✓         |           |           |           |          |
| E. Provide a conclusion that follows from the narrated experiences or events.  |                        | ✓         |           |           |           |          |
| W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  | ✓                      | ✓         | ✓         | ✓         | ✓         | ✓        |
| A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. <sup>9</sup>   |                        |           |           | **        | ✓         | ✓        |
| W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  | Integrated throughout. |           |           |           |           |          |
| W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | Integrated throughout. |           |           |           |           |          |
| W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |                        | ✓         | ✓         | ✓         | ✓         | ✓        |

<sup>9</sup>This is a standard specific to New York State.

\* Not formally assessed; to be addressed upon revision.



|   | Module 1               | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|------------------------|-----------|-----------|-----------|-----------|----------|
| W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.             |                        | ✓         | ✓         | ✓         | ✓         | ✓        |
| W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  | ✓                      | ✓         | ✓         |           |           | ✓        |
| 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]”).   | ✓                      |           |           |           |           | ✓        |
| 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]”).    |                        | ✓         | ✓         | ✓         | ✓         | ✓        |
| W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Integrated throughout. |           |           |           |           |          |
| W.5.11. Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class. <sup>10</sup>   | ✓                      |           |           |           |           | ✓        |
| A. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.  |                        |           |           |           |           | ✓        |

<sup>10</sup>This is a standard specific to New York State.



Speaking and Listening Standards

|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |          | ✓         |           |           | ✓         | ✓        |
| 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.                              |          | ✓         |           |           | ✓         | ✓        |
| B. Follow agreed-upon rules for discussions and carry out assigned roles.  |          | ✓         |           |           | ✓         | ✓        |
| C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |          | ✓         |           |           | ✓         | ✓        |
| D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  |          | ✓         |           |           | ✓         | ✓        |
| E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. <sup>11</sup>   |          | ✓         |           |           | ✓         | ✓        |
| F. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. <sup>12</sup>  |          | ✓         |           |           | ✓         | ✓        |
| SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |          |           |           |           | ✓         |          |
| SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  |          |           |           |           | ✓         |          |

<sup>11</sup> This is a standard specific to New York State.

<sup>12</sup> This is a standard specific to New York State.



|   | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|----------|-----------|-----------|-----------|-----------|----------|
| SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |          |           |           |           |           | ✓        |
| SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.   |          |           |           |           |           | ✓        |
| SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   | ✓        |           |           |           |           | ✓        |



Language Standards

|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4       |
|--|----------|-----------|-----------|-----------|-----------|----------------|
| L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |          |           |           | ✓         |           | + <sup>+</sup> |
| A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |          |           |           | ✓         |           | +              |
| B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.   |          |           |           | ✓         |           | ✓              |
| C. Use verb tense to convey various times, sequences, states, and conditions.  |          |           |           | ✓         | ✓         | +              |
| D. Recognize and correct inappropriate shifts in verb tense.   |          |           |           | ✓         | ✓         | +              |
| E. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).  |          |           |           |           |           | ✓              |
| L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |          |           |           |           |           | ✓              |
| A. Use punctuation to separate items in a series.  |          |           |           | ✓         | ✓         | ✓              |
| B. Use a comma to separate an introductory element from the rest of the sentence.  |          |           |           | ✓         | ✓         | ✓              |
| C. Use a comma to set off the words <i>yes</i> and <i>no</i> (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, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ). |          |           |           |           |           | ✓              |

<sup>+</sup> This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B      | Module 4 |
|--|----------|-----------|-----------|-----------|----------------|----------|
| D. Use underlining, quotation marks, or italics to indicate titles of works.   |          |           |           | ✓         | ✓              | ✓        |
| E. Spell grade-appropriate words correctly, consulting references as needed.   |          |           |           |           | ✓              | ✓        |
| L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |          |           | ✓         |           |                | ✓        |
| A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |          |           | ✓         |           |                | ✓        |
| B. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i> ) used in stories, dramas, or poems.  |          |           | ✓         |           |                |          |
| L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                          |          | ✓         | ✓         |           |                |          |
| A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |          | ✓         | ✓         |           | ✓              |          |
| 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> ).   |          | ✓         | ✓         |           |                |          |
| 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. |          |           | ✓         |           |                |          |
| L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |          |           |           |           | + <sup>+</sup> | ✓        |
| A. Interpret figurative language, including similes and metaphors, in context.   |          |           |           |           | +              | ✓        |
| B. Recognize and explain the meaning of common idioms, adages, and proverbs.   |          |           |           |           | +              | ✓        |

<sup>+</sup> This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



|  | Module 1               | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |                        |           |           |           | ✓         |          |
| L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ). | Integrated throughout. |           |           |           |           |          |



EXPEDITIONARY  
LEARNING

# Grade 4: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCLS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCLS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the NYS modules.

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to EngageNY.org or commoncoresuccess@elschools.org and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



|                     | Module 1A <sup>1</sup>  | Module 1B  | Module 2A   | Module 2B   | Module 3A   | Module 3B   | Module 4   |
|---------------------|---|--|---|---|---|---|--|
| <b>Focus</b>        | Becoming a Close Reader and Writing to Learn  | Becoming a Close Reader and Writing to Learn   | Researching to Build Knowledge and Teaching Others  | Researching to Build Knowledge and Teaching Others  | Considering Perspectives and Supporting Opinions  | Considering Perspectives and Supporting Opinions  | Gathering Evidence and Speaking to Others  |
| <b>Module Title</b> | Oral Tradition, Symbolism, and Building Community   | Poetry, Biography and Writer’s Identity  | Interdependent Roles in Colonial Times  | Animal Defense Mechanisms   | Simple Machines: Force and Motion   | Perspectives on the American Revolution   | Susan B. Anthony, the Suffrage Movement and the Importance of Voting   |
| <b>Description</b>  | Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures with a focus on the Haudenosaunee (Iroquois) culture. Students determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that | Students launch the year by exploring the identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet’s work, and read informational text in order to write a biographical essay about their poet’s life. | Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information from multiple sources as they write a research-based narrative that vividly describes an event in a colonist’s life. | Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal. As the final performance task students write an informative piece | Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, <i>Simple Machines: Forces in Action</i> (870L), focusing on analyzing scientific concepts. Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements. They conduct a “simple machine | Students explore perspectives in the American Revolution NS study reasons why the 13 American colonies decided to declare independence, how colonists’ opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. Students begin by close reading of several informational texts about the war. They then read the historical fiction play, <i>Divided Loyalties</i> , to deepen their understanding of the Patriot and Loyalist perspectives. At the end of the module they synthesize their learning | Students learn about voting rights and responsibilities. They first focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then |

<sup>1</sup> NYSED has revised 4M1A. The revised version is available on EngageNY.org.



|  | Module 1A   | Module 1B   | Module 2A | Module 2B  | Module 3A   | Module 3B   | Module 4   |
|--|---|---|-----------|--|---|---|--|
|  | Native Americans – specifically the Iroquois (Haudenosaunee, People of the Long House) – were early inhabitants of the New York region and state, and continue to contribute to the region’s history. | Finally, students present their poem and essay during a Poet’s Performance. |           | describing their animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research. | inventory” at school and home. As a final performance task, students write an editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives. | in a final performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier). | create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about why voting is important. |



|   | Module 1A <sup>2</sup>  | Module 1B <sup>3</sup>   | Module 2A  | Module 2B  | Module 3A   | Module 3B  | Module 4  |
|---|---|--|--|--|---|--|---|
| <p><b>Texts (central text(s) in bold)</b><sup>4</sup></p> | <ul style="list-style-type: none"> <li>• <i>The Keeping Quilt</i>, Patricia Polacco (920 L; teacher copy only)</li> <li>• <b><i>The Iroquois: The Six Nations Confederacy</i></b>, Mary Englar (RI, 880L)</li> <li>• <i>Eagle Song</i>, Joseph Bruchac (RL, 840L; optional)</li> <li>• Additional short texts to come (listed in each unit overview)</li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>Love That Dog</i></b>, Sharon Creech (RL, 1010L)</li> <li>• “A Patch of Old Snow” by Robert Frost (NL)</li> <li>• “The Pasture” by Robert Frost</li> <li>• “Stopping by Woods on a Snowy Evening” by Robert Frost (NL)*</li> <li>• “The Tiger” by William Blake</li> <li>• “The Red Wheelbarrow” by William Carlos Williams (NL)*</li> <li>• “The Great Figure” by William Carlos Williams (NL)</li> <li>• “Metric Figure” by William Carlos Williams (NL)</li> <li>• “safety pin” by Valerie Worth (NL)</li> <li>• “Dog” by Valerie Worth (NL)*</li> </ul> | <ul style="list-style-type: none"> <li>• “Colonial America: The Craftspeople,” Expeditionary Learning (RI, 1080L)</li> <li>• “Colonial Trades: The Blacksmith,” Expeditionary Learning (RI, 1070L)</li> <li>• “Apprenticeships in Colonial America,” Expeditionary Learning (RI, 1030L); read aloud</li> <li>• “Colonial Trades: The Carpenter,” Expeditionary Learning (RI, 1010L)</li> <li>• “A New York Merchant: Adam Johnson,” Expeditionary Learning (RI, 990L); read aloud</li> </ul> | <ul style="list-style-type: none"> <li>• “Award-Winning Survival Skills,” Lea Winerman (RI, 1150L)</li> <li>• <i>Venom</i>, Marilyn Singer (RI, 1110L; teacher copy only)</li> <li>• <i>Can You Survive the Wilderness?</i> Matt Doeden (RI, 680L; teacher copy only)</li> <li>• <b><i>Animal Behavior: Animal Defenses</i></b>, Christina Wilsdon (RI, NL)</li> </ul> | <ul style="list-style-type: none"> <li>• “Who Cares about Polar Bears?” Expeditionary Learning (RI, 990L)</li> <li>• “No More Junk in Our Schools,” Expeditionary Learning (RI, 980L)</li> <li>• <b><i>Simple Machines: Forces in Action</i></b>, Buffy Silverman (RI, 870L)</li> <li>• “The Machine,” from <i>Take a Quick Bow!</i>, Pamela Marx (RL play, NL; teacher copy only)</li> </ul> | <ul style="list-style-type: none"> <li>• The Declaration of Independence (excerpts) (RI, NL)</li> <li>• “An Incomplete Revolution,” Amy Miller (RI, 920L)</li> <li>• “Private Yankee Doodle,” Thomas Flemming (RI, 900L)</li> <li>• “Thomas Jefferson and the Declaration of Independence,” Kathy Wilmore (RI, 870L)</li> <li>• “The Shot Heard Around the World,” Thomas Flemming (RI, 860L)</li> <li>• “Revolutionary War,” The New Book of Knowledge, Grolier Online (RI, 690L)</li> <li>• “Loyalists,” The New Book of Knowledge, Grolier Online (RL, 730)</li> <li>• <b><i>Divided Loyalties: The Barton Family During the American Revolution</i></b>, Gare Thompson and Barbara Kiwak (RL, NL)</li> </ul> | <ul style="list-style-type: none"> <li>• “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” <i>The New York Times</i>, (RI, 1270L)</li> <li>• Excerpt from “On Women’s Right to Suffrage,” Susan B. Anthony (RI, 1200L)</li> <li>• “Youth Power,” Karen Fanning and Bryan Brown (RI, 960L)</li> <li>• “I Can’t Wait to Vote!” Expeditionary Learning (RI, 950L)</li> <li>• A Firsthand Account of Inauguration Day 2009: email, Corey Scholes (RI, 890L)</li> <li>• “The Vote,” Rebecca Hershey (RI, 870L)</li> <li>• “A Historic Inauguration Day,” Expeditionary Learning (RI, 840L)</li> <li>• <b><i>The Hope Chest</i></b>, Karen Schwabach (RL, 800L)</li> </ul> |

<sup>2</sup> *The Iroquois: The Six Nation Confederacy* remains a central text. *Eagle Song* is no longer a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

\* Indicates poems that students read closely.

<sup>4</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



|  | Module 1A <sup>2</sup> | Module 1B <sup>3</sup>   | Module 2A  | Module 2B | Module 3A | Module 3B | Module 4  |
|--|------------------------|--|--|-----------|-----------|-----------|---|
|  |                        | <ul style="list-style-type: none"> <li>• “Love That Boy” by Walter Dean Myers (NL)</li> <li>• “Laurence Hamm, 19 Student Athlete” by Walter Dean Myers (NL)</li> <li>• “Street Music” by Arnold Adoff (NL)*</li> <li>• “The Apple” by S.C. Rigg (NL)</li> <li>• <b><i>A River of Words: The Story of William Carlos Williams</i></b>, Jennifer Bryant (RI, 820L; teacher copy only)</li> <li>• “Nikki Giovanni (June 7, 1943 – present)” American Reading Company (RI, 770L)</li> <li>• “Finding Your Voice” by Dara Sharif (RI and RL, 770L)</li> <li>• “Robert Frost (March 26, 1874 – January 29, 1963)” American Reading Company (950L)</li> </ul> | <ul style="list-style-type: none"> <li>• “The Colonists and American Indians,” Expeditionary Learning (RI, 970L)</li> <li>• “Colonial Trades: The Wheelwright,” Expeditionary Learning (RI, 970L)</li> <li>• “The Importance of the Wheelwright,” Expeditionary Learning (RI, 970L)</li> <li>• “The Wheelwright’s Role in a Colonial Village” (RI, 970L)</li> <li>• “Farming in Colonial America,” Expeditionary Learning (RI, 950L)</li> <li>• “Colonial Trades: The Silversmith,” Expeditionary Learning (RI, 950L)</li> <li>• “Religion in the Colonies,” Expeditionary Learning (RI, 930L)</li> <li>• “Colonial Trades: The Printer,” Expeditionary Learning (RI, 930L)</li> </ul> |           |           |           | <ul style="list-style-type: none"> <li>• “Frederick Douglass: Freedom’s Champion,” Patrick S. Washburn (RI, 790L)</li> <li>• “Order in the Court,” Ira Peck and Kathy Wilmore (RI, 770L)</li> </ul> |



|  | Module 1A <sup>2</sup> | Module 1B <sup>3</sup>   | Module 2A   | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|--|---|-----------|-----------|-----------|----------|
|  |                        | <ul style="list-style-type: none"> <li>• “Valerie Worth (October 29, 1933 – July 31, 1994)” American Reading Company (RI, 830L)</li> </ul> | <ul style="list-style-type: none"> <li>• “Shipbuilders,” Expeditionary Learning (RI 870L)</li> <li>• “Colonial Trades: The Cooper,” Expeditionary Learning (RI, 850L)</li> <li>• “Roles in a Colonial Village” (RI, various trades, 820L-1030L)</li> <li>• “Colonial Trades: The Shoemaker,” Expeditionary Learning (RI, 750L)</li> <li>• “Colonial Trades” (RI, various trades, 790L-1070L)</li> <li>• <b><i>The Scoop on Homes, Clothes, and Daily Life in Colonial America</i></b>, Elizabeth Raum (RI, 780L)</li> <li>• <b><i>If You Lived in Colonial Times</i></b>, Ann McGovern (RI, 590L)</li> <li>• “Bringing Home the Gold,” Carrol J. Swanson (RL, 880L)</li> <li>• “School of Freedom,” Beverly J. Letchworth (RL, 790L)</li> </ul> |           |           |           |          |



|                         | Module 1A <sup>2</sup>  | Module 1B <sup>3</sup>  | Module 2A   | Module 2B  | Module 3A   | Module 3B  | Module 4   |
|-------------------------|---|---|---|--|---|--|--|
|                         |   |   | <ul style="list-style-type: none"> <li>• “Mystery of the Deep,” Allyson Gulliver (RL, 790L)</li> <li>• “Making Candles, Colonial Style,” Rebecca S. Fisher, <i>Highlights for Children</i>. (RL, 770L)</li> <li>• “Joshua’s Gold,” Mary Lois Sanders (RL, 690L)</li> <li>• “Inventory of John Allen (1659–1704),” Hampshire Probate Records (RI, NL)</li> </ul> |  |   |  |  |
| <b>Lexile®</b>          | Common Core Band Level Text Difficulty Ranges for Grades 4–5 <sup>5</sup> : 740–1010L |   |   |  |   |  |  |
| <b>Performance Task</b> | Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)                             | Poet’s Performance: Poetry Reading and Biographical Essay Presentation (RI.9, W.4.2, W.11, and SL.4.4) scaffolded essay and public poetry reading | Historical Fiction Narrative about Colonial America (RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6) scaffolded narrative  | Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, W.4.3, W.4.7, W.4.8, W.4.9b) scaffolded narrative | Opinion Writing: An Editorial on Simple Machines (RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.3a) scaffolded essay | Opinion Writing: American Revolution Broadside (W.4.1, W.4.2b and d, W.4.4, W.4.5, W.4.7, L.4.2a, c and d, and L.4.3) scaffolded essay | Public Service Announcement about the Importance of Voting (RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) scaffolded essay and speech |

<sup>5</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/EO813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/EO813_Appendix_A_New_Research_on_Text_Complexity.pdf)





**Unit-Level Assessments (ELA CCSS)**

|                      | Module 1A  | Module 1B  | Module 2A  | Module 2B   | Module 3A  | Module 3B  | Module 4  |
|----------------------|--|--|--|---|--|--|---|
| <b>Mid-Unit 1</b>    | Answering Questions with Evidence from Text (RI.4.1, RI.4.3) selected response and short constructed response    | Text-Dependent Questions: Love That Dog Pages 20–24 and “The Pasture” by Robert Frost (RL.4.1 and RL.4.3) selected response and short constructed response | Inferring with Pictures and Text (RI.4.1, RI.4.4, and RI.4.7) selected response and short constructed response   | Reading about Caterpillars, Answering Questions, and Determining the Main Idea (RI.4.2, RI.4.4, and RI.4.7) selected response and short constructed response        | Finding the Main Idea of a Scientific Text (RI.4.2 and RI.4.3) selected response and short constructed response                    | Reading and Answering Questions about the Revolutionary War (RI.4.1, RI.4.2, and RI.4.4) selected response and short constructed response  | Answering Questions and Summarizing a Text about Frederick Douglass (RI.4.2 and RI.4.4) selected response and short constructed response        |
| <b>End of Unit 1</b> | Paragraph to Explain Student-Created Wampum Belt (W.4.2, RL.4.1, RI.4.1) scaffolded extended response            | Extended Response: Love That Dog Pages 1–41: What Has Jack Learned about Poetry? (RL.4.3, W.4.4, and W.4.9) short constructed response                     | Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, and W.4.9b) selected response and short constructed response | Answering Questions and Summarizing Texts about Animal Defense Mechanisms (RI.4.1, RI.4.2, and SL.4.2) selected response and short constructed response             | Reading and Answering Questions about Readers Theater (RL.4.1, RL.4.5, and L.4.4) selected response and short constructed response | Reading and Answering Questions about the Declaration of Independence (RI.4.1, RI.4.3, and RI.4.5) selected response and graphic organizer | Comparing Firsthand and Secondhand Accounts of Inauguration Day (RI.4.2 and RI.4.6) selected response and short constructed response            |
| <b>Mid-Unit 2</b>    | Reading, Note-taking, and Paragraph Writing (RI.4.1, RI.4.2, W.4.2, W.4.8 and SL.4.1) short constructed response | Writing a Summary of the Full Novel Love That Dog (RL.4.2, W.4.2a and b, and W.4.9) extended constructed response  | Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8) selected response and short constructed response                       | Reading and Answering Questions about Two Texts on the Same Topic (RI.4.1, RI.4.2, W.4.7, W.4.8, and L.4.4a and b) selected response and short constructed response | Answering Questions about Screws (RI.4.2, RI.4.3, W.4.8, and W.4.9b) selected response and constructed response                    | Reading and Answering Questions about Divided Loyalties (RL.4.1, RL.4.5, L.4.4a, and L.4.4c) selected response                             | On-Demand Reading of New Chapter of The Hope Chest (RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5) selected response and short constructed response. |



|                      | Module 1A   | Module 1B  | Module 2A   | Module 2B  | Module 3A  | Module 3B  | Module 4  |
|----------------------|---|--|---|--|--|--|---|
| <b>End of Unit 2</b> | Evidence-Based Paragraph Writing (RI.4.3, RI.4.1, and W.4.9) scaffolded response  | Reading and Analyzing a New Poem (RL.4.5 and L.4.5a) selected response and short constructed response  | Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) selected response and short constructed response | Writing about the Pufferfish (RI.4.9, W.4.2, W.4.4, W.4.7, and W.4.8) scaffolded essay   | Reading and Answering Questions about Wedges (Part I); Reading and Answering Questions about Experiments (Part II) (RI.4.3, RI.4.4, W.4.2b and d, W.4.8, and W.4.9) selected response and short constructed response | Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud Divided Loyalties (RL.4.2, RL.4.3, RF.4.4, and SL.4.1) speaking and listening discussion           | On-Demand Writing: How do Leaders Impact the Actions of Others? Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i> (Part II) (RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and W.4.11) selected response, short constructed response, and extended constructed response |
| <b>Mid-Unit 3</b>    |   | Reading and Answering Questions about Informational Text (RI.4.1, RI.4.2, and RI.4.3) selected response and short constructed response           | Draft of Historical Fiction Narrative (W.4.2b, W.4.3a, and W.4.4, and W.4.9b) extended constructed response   | Planning for and Drafting an Introduction for the Narrative (W.4.3a) scaffolded extended response  | Reading and Answering Questions about Editorials (RI.4.8 and RI.4.4) selected response and short constructed response  | Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, W.4.9b) short constructed response   | Reading and Comparing New Informational Texts about Voting (RI.4.5, RI.4.8, and RI.4.9) selected response and short constructed response  |
| <b>End of Unit 3</b> | “From Knee to Knee to CD: The Evolution of Oral Tradition in Mountain Ballads (RI.4.1, W.4.2, W.4.9, W.4.10, SL.4.1 and L.4.4) selected response and short constructed response | Part 1: Writing a Conclusion Paragraph; (RI.4.9 and W.4.2 e) scaffolded extended responses<br><br>Part 2: Revising Poet Essays Based on Feedback | On-Demand Historical Narrative (W.4.2b and d, W.4.3, W.4.4, and W.4.9b) extended constructed response   | Planning for and Writing Choice 2 of the Choose-Your-Own-Adventure Animal Defense Narrative (W.4.3b, c, d, e, W.4.4, L.4.1g, L.4.2a, b and d, and L.4.3b) scaffolded narrative | Planning and Drafting an Editorial (Part I); Revising to Create a Polished Editorial (Part II) (W.4.1, L.4.1f, L.4.2a, c and d, L.4.3a and b) extended constructed response  | (Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside (W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3) scaffolded extended responses | Public Service Announcement about Importance of Voting: Assessment of First Draft Writing and Presentation (W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) extended constructed response  |



|  | Module 1A | Module 1B   | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|-----------|---|-----------|-----------|-----------|-----------|----------|
|  |           | (W.4.2 c and d, W.4.5, and L.4.2 a and d) scaffolded extended responses |           |           |           |           |          |



### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document *Foundational Reading and Language Standards: Resources Packages for Grades 3-5*. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



Reading Standards for Literature

|  | Module 1A   | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|---|-----------|-----------|-----------|-----------|-----------|----------|
| RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |   | ✓         |           |           | ✓         | ✓         | ✓        |
| RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.   |   | ✓         |           |           |           | ✓         | ✓        |
| RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).   | ✓   | ✓         |           |           |           | ✓         | ✓        |
| RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).   |   |           |           |           |           |           | ✓        |
| RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |   | ✓         |           |           | ✓         | ✓         |          |
| RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   |   |           |           |           |           |           | ✓        |
| RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.   |   |           |           |           |           |           | ✓        |
| RL.4.9. 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.  | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). |           |           |           |           |           |          |
| RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  | Integrated throughout.  |           |           |           |           |           |          |



|  | Module 1A   | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|---|-----------|-----------|-----------|-----------|-----------|----------|
| RL.4.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations. <sup>6</sup> | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). |           |           |           |           |           |          |
| A. Self-select text based upon personal preferences.   | Integrated throughout.  |           |           |           |           |           |          |

<sup>6</sup>This standard is specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

|  | Module 1               | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|-----------|----------|
| RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   | ✓                      | ✓         | ✓         | ✓         | ✓         | ✓         |          |
| RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  | ✓                      | ✓         | ✓         | ✓         | ✓         | ✓         | ✓        |
| RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.   | ✓                      | ✓         |           |           | ✓         | ✓         |          |
| RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  |                        |           | ✓         | ✓         | ✓         | ✓         | ✓        |
| RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |                        |           |           |           |           | ✓         | ✓        |
| RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  |                        |           |           |           |           |           | ✓        |
| RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |                        |           | ✓         | ✓         |           |           |          |
| RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.  |                        |           |           |           | ✓         | ✓         | ✓        |
| RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   |                        | ✓         | ✓         | ✓         |           |           | ✓        |
| RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                            | Integrated throughout. |           |           |           |           |           |          |



**Reading Standards: Foundational Skills**

|  | Module 1A | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words  |           |           |           | ++        |           |           |          |
| 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. |           |           |           | +         |           |           |          |
| RF.4.4. Read with sufficient accuracy and fluency to support comprehension.  |           | +         |           |           | +         |           |          |
| A. Read grade-level text with purpose and understanding.   |           | +         |           |           | +         |           |          |
| B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  |           | +         |           |           | +         |           |          |
| C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.  |           | +         |           |           | +         |           |          |

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.





**Writing Standards**

|  | Module 1A | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |           |           |           |           | ✓         | ✓         | ✓        |
| A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.                             |           |           |           |           | ✓         | ✓         | ✓        |
| B. Provide reasons that are supported by facts and details.  |           |           |           |           | ✓         | ✓         | ✓        |
| C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).  |           |           |           |           | ✓         | ✓         | ✓        |
| D. Provide a concluding statement or section related to the opinion presented.   |           |           |           |           | ✓         | ✓         | ✓        |
| W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |           | ✓         |           |           |           |           | ✓        |
| A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | ✓         | ✓         |           | ✓         |           |           | ✓        |
| B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  | ✓         | ✓         | ✓         |           | ✓         | ✓         | ✓        |
| C. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).  |           | ✓         |           |           |           |           | ✓        |
| D. Use precise language and domain-specific vocabulary to inform about or explain the topic.   |           | ✓         | ✓         |           | ✓         | ✓         | ✓        |
| E. Provide a concluding statement or section related to the information or explanation presented.  |           | ✓         |           |           |           |           | ✓        |



|   | Module 1A              | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|------------------------|-----------|-----------|-----------|-----------|-----------|----------|
| W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.   |                        |           | ✓         | ✓         |           |           |          |
| A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.   |                        |           | ✓         | ✓         |           |           |          |
| B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  |                        |           | ✓         | ✓         |           |           |          |
| C. Use a variety of transitional words and phrases to manage the sequence of events.  |                        |           | ✓         | ✓         |           |           |          |
| D. Use concrete words and phrases and sensory details to convey experiences and events precisely.   |                        |           | ✓         | ✓         |           |           |          |
| E. Provide a conclusion that follows from the narrated experiences or events.   |                        |           | ✓         | ✓         |           |           |          |
| W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   |                        | ✓         | ✓         | ✓         | ✓         | ✓         | ✓        |
| W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  | Integrated throughout. |           |           |           |           |           |          |
| W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | Integrated throughout. |           |           |           |           |           |          |



|   | Module 1A              | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|------------------------|-----------|-----------|-----------|-----------|-----------|----------|
| W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.  |                        |           | *         | ✓         | ✓         | ✓         |          |
| W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.                                      | ✓                      | ✓         | ✓         | ✓         | ✓         |           |          |
| W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  | ✓                      | ✓         |           |           |           | ✓         |          |
| A. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).   |                        | ✓         |           |           |           |           | ✓        |
| B. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).   | ✓                      |           | ✓         | ✓         | ✓         | ✓         |          |
| W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Integrated throughout. |           |           |           |           |           |          |
| W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. <sup>7</sup>   |                        | ✓         |           |           |           |           | ✓        |

<sup>7</sup>This standard is specific to New York State.



Speaking and Listening Standards

|   | Module 1A | Module 1B      | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|-----------|----------------|-----------|-----------|-----------|-----------|----------|
| SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.            | ✓         | ✓ <sup>8</sup> |           |           |           | ✓         |          |
| 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.   |           |                |           |           |           | ✓         |          |
| B. Follow agreed-upon rules for discussions and carry out assigned roles.   | ✓         |                |           |           |           | ✓         |          |
| 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.  | ✓         |                |           |           |           | ✓         |          |
| D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   | ✓         |                |           |           |           | ✓         |          |
| E. See to understand and communicate with individuals from different perspectives and cultural backgrounds. <sup>9</sup>  |           |                |           |           |           | ✓         |          |
| SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |           |                | ✓         | ✓         |           |           |          |
| SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  |           |                |           |           |           |           | ✓        |
| SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |           |                |           |           |           |           | ✓        |

<sup>8</sup> SL.4.1 is heavily addressed but not formally assessed in 4M1B. See 4M1B.2 Unit overview for assessment suggestions.

<sup>9</sup> This standard is specific to New York State.



|  | Module 1A | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.   |           |           |           |           |           |           | ✓        |
| SL.4.6. 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. |           |           |           |           |           |           | ✓        |



Language Standards

|   | Module 1A | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                               |           |           |           | +         | +         |           |          |
| A. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).                         |           |           |           | +         | +         | ✓         |          |
| B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.                                 |           |           |           | +         | +         | ✓         |          |
| C. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.   |           |           |           | +         | +         |           | ✓        |
| D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |           |           |           | +         | +         |           |          |
| E. Form and use prepositional phrases.  |           |           |           | +         | +         |           |          |
| F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  |           |           |           | +         | ✓         |           | ✓        |
| G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).  |           |           |           | ✓         | +         |           |          |
| L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                   |           |           |           | ✓         |           |           |          |
| A. Use correct capitalization.  |           | ✓         | ✓         | ✓         | ✓         | ✓         |          |
| B. Use commas and quotation marks to mark direct speech and quotations from a text.   |           |           | ✓         | ✓         |           |           |          |



|  | Module 1A | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| C. Use a comma before a coordinating conjunction in a compound sentence.   |           |           |           | +         | ✓         | ✓         |          |
| D. Spell grade-appropriate words correctly, consulting references as needed.   |           | ✓         | ✓         | ✓         | ✓         | ✓         |          |
| L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |           |           | +         | +         | ✓         | ✓         | ✓        |
| A. Choose words and phrases to convey ideas precisely.   | ✓         |           | ✓         | +         | ✓         | ✓         | ✓        |
| B. Choose punctuation for effect.  |           |           | +         | ✓         | ✓         | ✓         | ✓        |
| 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).                         |           |           | +         | +         | +         | ✓         | ✓        |
| L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                          |           |           | +         | +         |           |           | ✓        |
| A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  |           |           | +         | ✓         | ✓         | ✓         | ✓        |
| B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).                                 |           |           | +         | ✓         |           |           | ✓        |
| 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. |           |           | +         | +         | ✓         | ✓         | ✓        |



|  | Module 1A              | Module 1B | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|-----------|----------|
| L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |                        |           |           |           |           |           | ✓        |
| A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.  |                        | ✓         |           |           |           |           | ✓        |
| B. Recognize and explain the meaning of common idioms, adages, and proverbs.   |                        |           |           |           |           |           | ✓        |
| C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  |                        |           |           |           |           |           | ✓        |
| L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). | Integrated throughout. |           |           |           |           |           |          |





EXPEDITIONARY  
LEARNING

# Grade 3: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with CCSS L1–3 and with Reading Foundations instruction aligned with CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org) or [EngageNY.org](http://EngageNY.org) and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



|                     | Module 1  | Module 2A  | Module 2B   | Module 3A   | Module 3B   | Module 4  |
|---------------------|---|--|---|---|---|---|
| <b>Focus</b>        | Becoming a Close Reader and Writing to Learn  | Researching to Build Knowledge and Teaching Others   | Researching to Build Knowledge and Teaching Others  | Analyzing Narrative and Supporting Opinions   | Analyzing Narrative and Supporting Opinions   | Gathering Evidence and Speaking to Others   |
| <b>Module Title</b> | <i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>  | Adaptations and the Wide World of Frogs  | Connecting Literary and Informational Texts to Study Culture “Then and Now”   | A Study of <i>Peter Pan</i>   | Wolves: Fact and Fiction  | The Role of Freshwater around the World   |
| <b>Description</b>  | <p>This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.</p> | <p>This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, to study a variety of “freaky frogs”—frogs that push the boundaries of “frogginess.” Students demonstrate their expertise by writing a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.</p> | <p>This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read <i>Magic Tree House: Dragon of the Red Dawn</i>, a book set in ancient Japan, paired with <i>Exploring Countries: Japan</i>, an informational text about modern Japan. Students form book clubs, reading a new <i>Magic Tree House</i> book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to <i>Magic Tree House</i> author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.</p> | <p>This module focuses on a study of the classic tale <i>Peter Pan</i> as students consider how writers capture a reader’s imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author’s craft in <i>Peter Pan</i>, specifically use of dialogue and vivid language—and write their own scene based on <i>Peter Pan</i>. To build fluency, they participate in a Readers Theater based on <i>Peter Pan</i>, and read aloud a monologue. They write opinions, including which <i>Peter Pan</i> character is their favorite and why.</p> | <p>In this module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” Students begin by reading the traditional Chinese folktale <i>Lon Po Po</i> and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text <i>Face to Face with Wolves</i>. As they read the text closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.</p> | <p>This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth’s clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).</p> |



|   | Module 1 <sup>1</sup>   | Module 2A  | Module 2B   | Module 3A   | Module 3B   | Module 4  |
|---|---|--|---|---|---|---|
| <b>Texts (central text(s) in bold)</b> <sup>2</sup> | <ul style="list-style-type: none"> <li>• <i>That Book Woman</i>, Heather Henson (RL, 920L; teacher copy only)</li> <li>• <i>Waiting for the Biblioburro</i>, Monica Brown (RL, 880L; teacher copy only)</li> <li>• <i>The Boy Who Loved Words</i>, Roni Schotter (RL, 780L; teacher copy only)</li> <li>• <i>Thank You, Mr. Falker</i>, Patricia Polacco (RL, 650L; teacher copy only)</li> <li>• <i>The Librarian of Basra: A True Story from Iraq</i>, Jeanette Winter (RL, 640L)</li> <li>• <i>Nasreen's Secret School</i>, Jeanette Winter (RL, 630L)</li> <li>• <i>The Incredible Book-Eating Boy</i>, Oliver Jeffers (RL, 470L; teacher copy only)</li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>Deadly Poison Dart Frogs</i></b>, Lincoln James (RI, 700+L)</li> <li>• <b><i>Bullfrog at Magnolia Circle</i></b>, Deborah Dennard (RL, 670L)</li> <li>• <i>All the Small Poems and Fourteen More</i>, Valerie Worth (RL poems, NL)</li> <li>• "The Glass Frog," Douglas Florian (RL poems, NL)</li> <li>• "The Red-Eyed Tree Frog," Douglas Florian (RL poems, NL)</li> <li>• "The Poison Dart Frog," Douglas Florian (RL poems, NL)</li> <li>• <b><i>Everything You Need to Know about Frogs and Other Slippery Creatures</i></b>, DK Publishing (RI, 820L)</li> <li>• "Staying Alive, Animal Adaptations," Expeditionary Learning (RI, 890L)</li> <li>• <b><i>Poison Dart Frogs Up Close</i></b>, Carmen Bredeson (RI, 830L)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Magic Tree House #33: Carnival at Candlelight</i>, Mary Pope Osborne (RL, 590L; for 1/3 of class)</li> <li>• <b><i>Magic Tree House #37: Dragon of the Red Dawn</i></b>, Mary Pope Osborne (RL, 580L)</li> <li>• <i>Magic Tree House #34: Season of the Sandstorms</i>, Mary Pope Osborne (RL, 580L; for 1/3 of class)</li> <li>• <i>Magic Tree House #45: A Crazy Day with Cobras</i>, Mary Pope Osborne (RL, 570L; for 1/3 of class),</li> <li>• "The Ancient Art of Rangoli," Shruti Priya and Katherine Darrow (RI, 1130L)</li> <li>• "Republic of Iraq." In <i>CultureGrams Kids Edition 2013</i> (RI, 1200L)</li> <li>• "Discovering Culture," Expeditionary Learning (RI, 990L)</li> <li>• <i>Exploring Countries: Italy</i>, Walter Simmons (RI, 870L; for 1/3 of class)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Classic Starts edition of <i>Peter Pan</i></b>, J.M. Barrie, retold from the original by Tania Zamorsky (RL, 860L)</li> <li>• "The Mermaid Lagoon" script adapted by Expeditionary Learning from: <i>Peter Pan</i>; or <i>Peter and Wendy</i> by J.M. Barrie (RL, 540L)</li> <li>• "The Birds Leave the Nest" script adapted by Expeditionary Learning from: <i>Peter Pan</i>; or <i>The Boy Who Would Not Grow Up</i> by J.M. Barrie (RL, 480L)</li> </ul> | <ul style="list-style-type: none"> <li>• "The Fox and the Wolf," Lynda Durrant Lemmon (RL, 1010L)</li> <li>• "The Wolves and the Sheep" from the Gutenberg Project (RL, 820L)</li> <li>• "A Wolf in the Park" found at: <a href="http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park">http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park</a> (RL, 780L)</li> <li>• <b><i>Aesop's Fables</i></b>, Jerry Pinkney (RL, 760L)</li> <li>• "The Tricky Wolf and the Rats" found at: <a href="http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/">http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/</a> (RL, 700L)</li> <li>• "The Wolf and the Sheep" found at: <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42</a> (RL, 700L)</li> <li>• <b><i>Lon Po Po</i></b>, Ed Young (RL, 670L)</li> </ul> | <ul style="list-style-type: none"> <li>• "The Water Cycle," U.S. Geological Survey (RI, 1080L)</li> <li>• "Rivers and Streams," Nature Works (RI, 970L)</li> <li>• <b><i>One Well: The Story of Water on Earth</i></b>, Rochelle Strauss (RI, 960L)</li> <li>• "Earth's Water Cycle," Gina Jack (RI, 920L)</li> <li>• "Dry Days in Australia," Ann Weil (RI, 840L)</li> <li>• "Ryan Hreljac: The Boy Who Built a Well," Elisabeth Deffner, February 2009 (RI, 800L)</li> <li>• "Let's Get Physical," <i>Junior Scholastic</i> (RI, 790L)</li> <li>• "Where in the World Is Water?" Expeditionary Learning (RI, 730L)</li> <li>• "Tackling the Trash," Jill Esbaum, <i>Highlights for Children</i> (RI, 650L)</li> </ul> |

<sup>1</sup> For 3M1, students work with most texts about the same amount.

<sup>2</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



|                         | Module 1 <sup>1</sup>  | Module 2A   | Module 2B  | Module 3A  | Module 3B   | Module 4   |
|-------------------------|--|---|--|--|---|--|
|                         | <ul style="list-style-type: none"> <li>• <i>Rain School</i>, James Rumford (RL, 420L)</li> <li>• <b><i>My Librarian Is a Camel</i></b>, Margriet Ruurs (RI, 980L)</li> <li>• “One Boy’s Book Drive,” <i>Boy’s Quest</i> (RI, 700L) (alternate)</li> <li>• “Physical Environments around the World,” Expeditionary Learning (RI, 680L or 530L)</li> </ul> | <ul style="list-style-type: none"> <li>• “Spadefoot Toad,” Melanie Freeman (RI, 780L)</li> </ul>                                | <ul style="list-style-type: none"> <li>• <i>Exploring Countries: India</i>, Jim Bartell (RI, 840L; for 1/3 of class)</li> <li>• <i>Exploring Countries: Iraq</i>, Lisa Owings (RI, 810L; for 1/3 of class)</li> <li>• <b><i>Exploring Countries: Japan</i></b>, Colleen Sexton (RI, 740L)</li> <li>• “Soccer Mania,” Cynthia Hatch (RI, 440L)</li> </ul> |  | <ul style="list-style-type: none"> <li>• <b><i>Face to Face with Wolves</i></b>, Jim and Judy Brandenburg (RI, 970L)</li> </ul> |  |
| <b>Lexile®</b>          | Common Core Band Level Text Difficulty Ranges for Grades 2–3 <sup>4</sup> : 420–802L   |   |  |  |   |  |
| <b>Performance Task</b> | Accessing Books around the World Bookmark (RI.3.2, W.3.2 (and a-d), W.3.4, W.3.5, and L.3.2) scaffolded explanatory paragraph  | Freaky Frog Trading Cards (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3) research-based scaffolded narrative and explanatory paragraph | Research-Based Letter to Author (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a) research-based scaffolded narrative and explanatory letter   | Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2 and L.3.3) scaffolded literary analysis essay | Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h, and i) narrative  | VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, L.3.3b) scaffolded speech |

<sup>4</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity [http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)



Unit-Level Assessments (ELA CCSS)

|                      | Module 1  | Module 2A  | Module 2B  | Module 3A  | Module 3B   | Module 4   |
|----------------------|---|--|--|--|---|--|
| <b>Mid-Unit 1</b>    | Collaborative Discussion Skills (SL.3.1b and c) speaking and listening  | Close Reading: <i>Bullfrog at Magnolia Circle</i> (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4a) selected response and short constructed response                 | Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i> (RL.3.1 and RL.3.4) selected response and short constructed response                                      | Character Analysis: Peter Pan's Traits, Motivations and Actions That Contribute to a Sequence of Events in the Story (RL.3.3) short constructed response | Selected Response and Short Answer Questions: "Fox and Wolf" (RL.3.1–4 and RL.3.7) selected response and short constructed response                               | On-Demand Informational Paragraph: Where in the World Is Water? (W.3.2 and L.3.1) short constructed response   |
| <b>End of Unit 1</b> | Close Reading and Powerful Note-Taking on My Own (RL.3.2, RL.3.3, W.3.8, and L.3.4a) selected response and short constructed response | Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6) extended response  | On-Demand Writing of a Research-Based Informational Paragraph (RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f) extended response   | Opinion Writing about Wendy's Actions (RL.3.6, W.3.1, and L.3.6) extended response   | Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep" and Part 2: Reading Fluently (RL.3.3, L.3.4, W.3.1, and RF.3.4) extended response      | Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L.3.4c) selected response and short constructed response |
| <b>Mid-Unit 2</b>    | A Letter about my Reading Goals (W.3.2 and L.3.6) extended response   | Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.5, RI.3.7, and L.3.4a) selected response and short constructed response | Book Discussions and Text-Dependent Questions on the <i>Magic Tree House Books</i> (RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3) short constructed response and speaking and listening | Writing: New Scene from <i>Peter Pan</i> (W.3.3 and W.3.4) extended response   | Reading a New Section of <i>Face to Face with Wolves</i> : "Life in the Pack" (RL.3.1, RL.3.2 and RL.3.4) selected response and short constructed response        | Asking and Answering Questions about Water Issues (RI.3.1, RI.3.8, and W.3.8) selected response and short constructed response                         |
| <b>End of Unit 2</b> | Listen Up! Recording Our Reading (SL.3.5) speaking and listening  | Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, W.3.7, L.3.3a and L.3.6) extended response   | Reading and Writing about a New Informational Text (RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8) extended response  | Reading Fluency: Reading a Scene from <i>Peter Pan</i> (RL.3.3 and RF.3.4) short constructed response and reading fluently                               | Reading and Answering Questions about <i>Face to Face with Wolves</i> (RI.3.2, RI.3.4, RI.3.6, W.3.2 and W.3.10) selected response and short constructed response | On-Demand Informative Writing to Inform Readers about Water Issues (W.3.2 and W.3.4.) extended response  |



|                      | Module 1   | Module 2A   | Module 2B   | Module 3A  | Module 3B   | Module 4   |
|----------------------|--|---|---|--|---|--|
| <b>Mid-Unit 3</b>    | Answering Text-Dependent Questions about Librarians and Organizations around the World (RI.3.2, RI. 3.1, W.3.8 and SL.3.1)<br>selected response and short constructed response | Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3a, W.3.5, W.3.7, and L.3.3)<br>extended response                    | Drafting a Research-Based Letter to Mary Pope Osborne (RI.3.3, RI.3.5, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10)<br>extended response          | On-Demand Book Summary (RL 3.2, W.3.2, and W.3.4)<br>short constructed response      | Revising Story Plans (W.3.3 and W.3.5) graphic organizer              | On-Demand Opinion Writing: The One Thing That Should be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4)<br>extended response |
| <b>End of Unit 3</b> | Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2)<br>extended response   | Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3 and L.3.3)<br>extended response | Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne (W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3)<br>extended response | Opinion Writing about a New Character (W.3.1, W.3.4, and L.3.2)<br>extended response | Final Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h and i) narrative | VoiceThread Script Presentation and Critique (SL.3.4)<br>speaking and listening  |





### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document *Foundational Reading and Language Standards: Resources Packages for Grades 3-5*. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



Reading Standards for Literature

|   | Module 1  | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|---|-----------|-----------|-----------|-----------|----------|
| RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |   |           | ✓         |           | ✓         |          |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.    | ✓   |           |           | ✓         | ✓         |          |
| RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   | ✓   |           |           | ✓         | ✓         |          |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |   |           | ✓         |           | ✓         |          |
| RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | **  |           |           | ✓         |           |          |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.   | *   |           |           | ✓         |           |          |
| RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                   |   |           |           |           | ✓         |          |
| RL.3.9. 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).                                   | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). |           |           |           |           |          |
| RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.            | Integrated throughout.  |           |           |           |           |          |

\* Not formally assessed. To be addressed upon revision.



|  | Module 1   | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|--|-----------|-----------|-----------|-----------|----------|
| RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. <sup>5</sup> | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone resource on <a href="http://commoncoresuccess.elschools.org">commoncoresuccess.elschools.org</a> ). |           |           |           |           |          |

<sup>5</sup>This is a standard specific to New York State. RL.3.11 and RL.3.11a are particularly emphasized in M1. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

|  | Module 1               | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |                        | ✓         | ✓         |           |           | ✓        |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   | ✓                      | ✓         | ✓         |           | ✓         | ✓        |
| RI.3.3. 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.             |                        | ✓         | ✓         |           |           |          |
| RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |                        |           |           |           | ✓         |          |
| RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |                        | ✓         | ✓         |           |           |          |
| RI.3.6. Distinguish their own point of view from that of the author of a text.   |                        |           |           | **        | ✓         |          |
| RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).                                 |                        | ✓         |           |           |           | ✓        |
| RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |                        |           |           |           |           | ✓        |
| RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | Integrated throughout. |           |           |           |           |          |

\* Not formally assessed. To be addressed upon revision.



**Reading Standards: Foundational Skills**

|   | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|----------|-----------|-----------|-----------|-----------|----------|
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words                               |          |           | ++        |           |           |          |
| A. Identify and know the meaning of the most common prefixes and derivational suffixes.                             |          |           | +         |           |           |          |
| B. Decode words with common Latin suffixes.   |          |           | +         |           |           |          |
| C. Decode multisyllable words.  |          |           | +         |           |           |          |
| D. Read grade-appropriate irregularly spelled words.  |          |           | +         |           |           |          |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   |          |           | +         | +         |           |          |
| A. Read grade-level text with purpose and understanding.  |          |           | +         | +         |           |          |
| B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |          |           | +         | +         |           |          |
| C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.         |          |           | +         | +         |           |          |

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



Writing Standards

|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |          |           |           | ✓         | ✓         | ✓        |
| A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.                  |          |           |           | ✓         | ✓         | ✓        |
| B. Provide reasons that support the opinion.   |          |           |           | ✓         | ✓         | ✓        |
| C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.                              |          |           |           | ✓         | ✓         | ✓        |
| D. Provide a concluding statement or section.  |          |           |           | ✓         | ✓         | ✓        |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  | ✓        | ✓         | ✓         | ✓         | ✓         | ✓        |
| A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.                              | ✓        | ✓         | ✓         | ✓         | ✓         | ✓        |
| B. Develop the topic with facts, definitions, and details.   | ✓        | ✓         | ✓         | ✓         | ✓         | ✓        |
| C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.                    | ✓        | ✓         | ✓         | ✓         | ✓         | ✓        |
| D. Provide a concluding statement or section.  | ✓        | ✓         | ✓         | ✓         | ✓         | ✓        |
| W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |          |           |           | ✓         | ✓         |          |
| A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.                              |          | ✓         |           | ✓         | ✓         |          |



|  | Module 1               | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |                        |           |           | **        | ✓         |          |
| C. Use temporal words and phrases to signal event order. Provide a sense of closure.   |                        | ✓         |           | ✓         | ✓         |          |
| W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ✓                      | ✓         | ✓         | ✓         | ✓         | ✓        |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   | Integrated throughout. |           |           |           |           |          |
| W.3.6. 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.   | Integrated throughout. |           |           |           |           |          |
| W.3.7. Conduct short research projects that build knowledge about a topic.   |                        | ✓         | ✓         |           |           | ✓        |
| W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   | ✓                      | ✓         | ✓         |           |           | ✓        |
| W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.    | Integrated throughout. |           |           |           |           |          |
| W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class. <sup>6</sup>   |                        |           |           |           | ✓         |          |

\* Not formally assessed; to be addressed upon revision

<sup>6</sup> This is a standard specific to New York State.



Speaking and Listening Standards

|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| SL.3.1. 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. | ✓        |           | ✓         |           |           |          |
| 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.                              | ✓        |           | ✓         |           |           |          |
| B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                               | ✓        |           | ✓         |           |           |          |
| C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   | ✓        |           | ✓         |           |           |          |
| D. Explain their own ideas and understanding in light of the discussion.   | ✓        |           | ✓         |           |           |          |
| E. Seek to understand and communicate with individuals from different cultural backgrounds. <sup>7</sup>   | ✓        |           | ✓         |           |           |          |
| SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |          |           |           | **        | ✓         |          |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |          |           | ✓         |           |           |          |
| SL.3.4. 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.  |          |           |           |           |           | ✓        |

<sup>7</sup> This is a standard specific to New York State.

\* Not formally assessed; to be addressed upon revision.





|   | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|----------|-----------|-----------|-----------|-----------|----------|
| SL.3.5. 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. | ✓        |           |           |           |           | ✓        |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |          |           |           |           |           | ✓        |



Language Standards

|  | Module 1 | Module 2A | Module 2B      | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|----------------|-----------|-----------|----------|
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      |          |           | <sup>+</sup> + |           |           |          |
| A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |          | ✓         | +              |           |           | ✓        |
| B. Form and use regular and irregular plural nouns.  |          |           | +              |           |           |          |
| C. Use abstract nouns (e.g., <i>childhood</i> ).   |          |           | +              |           |           |          |
| D. Form and use regular and irregular verbs.   |          |           | +              |           |           |          |
| E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.  |          |           | +              |           |           | ✓        |
| F. Ensure subject-verb and pronoun-antecedent agreement.   |          |           | +              |           |           | ✓        |
| G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.   |          |           | +              |           | ✓         | ✓        |
| H. Use coordinating and subordinating conjunctions.  |          |           | ✓              | ✓         | ✓         |          |
| I. Produce simple, compound, and complex sentences.  |          |           | ✓              | ✓         | ✓         |          |

<sup>+</sup> This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



|  | Module 1               | Module 2A | Module 2B      | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|----------------|-----------|-----------|----------|
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | ✓                      |           | + <sup>+</sup> |           |           |          |
| A. Capitalize appropriate words in titles.   |                        |           | +              | ✓         |           |          |
| B. Use commas in addresses.  |                        |           | +              |           |           |          |
| C. Use commas and quotation marks in dialogue.   |                        |           | +              | ✓         |           |          |
| D. Form and use possessives.   |                        |           | +              | ✓         |           |          |
| E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).               |                        |           | +              | ✓         |           |          |
| F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words. |                        |           | ✓              | ✓         |           |          |
| G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  |                        |           | +              |           |           |          |
| L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |                        |           | +              |           |           |          |
| A. Choose words and phrases for effect.  |                        | ✓         | ✓              | ✓         |           |          |
| B. Recognize and observe differences between the conventions of spoken and written standard English.   | Integrated throughout. |           |                |           |           |          |

<sup>+</sup> This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



|  | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.   |          |           | ++        |           | ✓         | **       |
| A. Use sentence-level context as a clue to the meaning of a word or phrase.  | ✓        | ✓         | +         |           |           | *        |
| 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/careless, heat/preheat).  | **       |           | +         |           |           |          |
| C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  |          |           | +         |           |           | ✓        |
| D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.   | *        |           | +         |           |           |          |
| L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  | *        |           | +         | +         |           |          |
| A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., 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).  |          |           | +         | +         |           | *        |
| L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | ✓        | ✓         |           | ✓         |           |          |

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

\* Not formally assessed; to be addressed upon revision.

| Reading Standards for Literature: Grade 2 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Key Ideas and Details                     |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RL.2.1</b>                         | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud              | ♦                           |   |   | ♦ |   |   |   |   |   |    | ♦  |    |             |   |   |   |   |   |
|   | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships                        | ♦                           |   |   | ♦ |   |   |   |   |   |    | ♦  |    |             |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   | ♦ | ♦ |   |
| <b>STD RL.2.2</b>                         | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral   | ♦                           | ♦ | ♦ | ♦ |   |   |   |   |   | ♦  |    |    |             |   |   |   |   |   |
|   | Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   |   |   |   |
| <b>STD RL.2.3</b>                         | Describe how characters in a story respond to major events and challenges.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Describe how characters in a fiction read-aloud respond to major events and challenges   | ♦                           | ♦ |   | ♦ |   |   |   |   |   |    | ♦  |    |             |   |   |   |   |   |
|   | Describe how characters in a fiction text that has been read independently respond to major events and challenges  |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   |   | ♦ |   |

| Reading Standards for Literature: Grade 2     |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Craft and Structure                           |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RL.2.4</b>                             | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song   | ♦                           |   |   |   | ♦ |   | ♦ |   |   |    |    | ♦  |             |   |   |   |   |   |
|   | Read selections from stories, poems, and songs with fluency and prosody, making use of the manner in which words and phrases (e.g., regular beats, alliteration, rhymes, and refrains) supply rhythm and meaning to the text |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD RL.2.5</b>                             | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action   | ♦                           | ♦ |   | ♦ |   |   |   |   |   |    |    |    |             | ♦ |   |   |   | ♦ |
| <b>STD RL.2.6</b>                             | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   | ♦ | ♦ |   |
| Integration of Knowledge and Ideas            |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RL.2.7</b>                             | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use information gained from the illustrations and words in a read aloud to demonstrate understanding of its characters, setting, or plot   | ♦                           | ♦ |   | ♦ |   |   |   |   | ♦ |    | ♦  |    |             |   |   |   |   |   |
|   | Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot  |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   | ♦ | ♦ |   |
| <b>STD RL.2.9</b>                             | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds   | ♦                           |   |   | ♦ |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| Range of Reading and Level of Text Complexity |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RL.2.10</b>                            | By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught   |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ |   | ♦ | ♦ |   |

| Reading Standards for Informational Text: Grade 2 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Key Ideas and Details                             |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RI.2.1</b>                                 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud              |                             | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|   | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships                        |                             | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ |   | ♦ |
| <b>STD RI.2.2</b>                                 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text  |                             |   |   |   | ♦ | ♦ | ♦ | ♦ |   |    |    | ♦  |             |   |   |   |   |   |
|   | Identify the main topic of a multi-paragraph nonfiction/informational text read independently as well as the focus of specific paragraphs within the text   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |
| <b>STD RI.2.3</b>                                 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud  |                             |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   | ♦ |
|   | Describe the connection between a series of historical events in a nonfiction/informational text read independently   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   |   |   | ♦ |

| Reading Standards for Informational Text: Grade 2 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Craft and Structure                               |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RI.2.4</b>                                 | Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions  |                             | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|   | Determine the meaning of unknown words and phrases in nonfiction/informational texts read independently   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |
| <b>STD RI.2.5</b>                                 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.                                  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational                               |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ |   | ♦ |
| <b>STD RI.2.6</b>                                 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe   |                             |   |   |   |   |   |   | ♦ |   |    |    | ♦  |             |   |   |   |   |   |
|   | Identify the main purpose of a nonfiction/informational text read independently,  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ |   | ♦ |
| Integration of Knowledge and Ideas                |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RI.2.7</b>                                 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud        |                             | ♦ | ♦ | ♦ |   | ♦ | ♦ |   | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   | ♦ |
|   | Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ |
| <b>STD RI.2.8</b>                                 | Describe how reasons support specific points the author makes in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud   |                             |   | ♦ |   |   |   |   | ♦ |   |    |    | ♦  | ♦           |   |   |   |   | ♦ |
|   | Describe how reasons or facts support specific points the author makes in a nonfiction text read independently  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ |   | ♦ |
| <b>STD RI.2.9</b>                                 | Compare and contrast the most important points presented by two texts on the same topic.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds                              |                             | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|   | Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently    |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ |   |   |



| Reading Standards for Informational Text: Grade 2  |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |
|--|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|
| Range of Reading and Level of Text Complexity      |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |   |
| <b>STD RI.2.10</b>                                 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |
|  | Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4  |                             | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   | ♦ |   |
|  | Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range  |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           |   | ♦ |   |   | ♦ |   |
| Reading Standards for Foundational Skills: Grade 2 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |
| Phonics and Word Recognition                       |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |   |
| <b>STD RF.2.3</b>                                  | Know and apply grade-level phonics and word analysis skills in decoding words.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |
| <b>STD RF.2.3a</b>                                 | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |
|  | Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words<br>Unit 1: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/<br>Unit 2: 'a_e' > /ae/; 'ee' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.2.3b</b>                                 | Know spelling-sound correspondences for additional common vowel teams.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |
|  | Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oa', 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/ |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.2.3c</b>                                 | Decode regularly spelled two-syllable words with long vowels.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |
|  | Decode two-syllable words with any combination of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant -LE syllables   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.2.3d</b>                                 | Decode words with common prefixes and suffixes.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |
|  | Read and write words with the following inflectional endings and suffixes:  |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ | ♦ |   | ♦ | ♦ |

| Reading Standards for Foundational Skills: Grade 2 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|--|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Phonics and Word Recognition                       |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RF.2.3e</b>                                 | Identify words with inconsistent but common spelling-sound correspondences.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>SK</b>  | Read and write words with the following letter-sound correspondences:<br>'a' as /a/ ( <i>hat</i> ), /æ/ ( <i>paper</i> ), /ə/ ( <i>about</i> ), or /aw/ ( <i>wall</i> ); 'i' as /i/ ( <i>hit</i> ), /ie/ ( <i>item</i> ), or /ee/ ( <i>ski</i> ); 'o' as /o/ ( <i>hop</i> ), /oe/ ( <i>open</i> ), or /u/ ( <i>son</i> ); 'e' as /e/ ( <i>pet</i> ), /ee/ ( <i>me</i> ), or /ə/ ( <i>debate</i> ); 'u' as /ue/ ( <i>unit</i> ) or /u/ ( <i>but</i> ); 'y' as /y/ ( <i>yes</i> ), /ie/ ( <i>try</i> ), /i/ ( <i>myth</i> ), or /ee/ ( <i>funny</i> ); 'ir' ( <i>bird</i> ), 'ur' ( <i>hurt</i> ), or 'er' as /er/ ( <i>her</i> ); 'ar' > /ar/ ( <i>car</i> ) or /or/ ( <i>war</i> ); 'al' > /ə/ + /l/ ( <i>animal</i> ); 'il' > /ə/ + /l/ ( <i>pencil</i> ); 'ul' > /ə/ + /l/ ( <i>awful</i> ); 'el' > /ə/ + /l/ ( <i>travel</i> ), 'le' > /ə/ + /l/ ( <i>apple</i> ); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ ( <i>phone</i> ); 'ch' > /k/ ( <i>school</i> ); 'wa' > /o/ ( <i>water</i> ) |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           |   | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.2.3f</b>                                 | Recognize and read grade-appropriate irregularly spelled words.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|  | Read the following tricky words<br><b>Unit 1:</b> <i>he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word</i><br><b>Unit 2:</b> <i>I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their</i><br><b>Unit 3:</b> <i>minute</i><br><b>Unit 4:</b> <i>people, walk, grownup, building, statue</i><br><b>Unit 5:</b> <i>alphabet, kingdom, war, water, schwa, edge, father, ghost, again, bridge, eyes, death, wizard, break, against, friend, sure</i><br><b>Unit 6:</b> <i>Great Britain, Europe, native, signature, soldier, iron, special, Washington, shoe, Fort McHenry, whose, broad, early, bomb, Andrew, new, Treaty of Ghent, knowledge, school, Virginia</i>  |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ |   | ♦ | ♦ | ♦ |
| <b>Fluency</b>                                     |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD RF.2.4</b>                                  | Read with sufficient accuracy and fluency to support comprehension.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|  | Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension   |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.2.4a</b>                                 | Read grade-level text with purpose and understanding.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|  | Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding   |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.2.4b</b>                                 | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|  | Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings  |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ |   |   |   | ♦ |
| <b>STD RF.2.4c</b>                                 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|  | Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary  |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ |   |   | ♦ | ♦ |

| Writing Standards: Grade 2                    |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Text Types and Purposes                       |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD W.2.1</b>                              | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.                |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section | ♦                           |   | ♦ |   | ♦ |   |   |   |   |    |    | ♦  |             | ♦ |   | ♦ |   |   |
| <b>STD W.2.2</b>                              | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section   |                             | ♦ |   |   | ♦ | ♦ | ♦ | ♦ |   |    |    |    |             |   |   |   |   |   |
|   | Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |
| <b>STD W.2.3</b>                              | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure | ♦                           |   | ♦ | ♦ |   |   |   |   |   |    |    | ♦  |             | ♦ | ♦ |   |   |   |
|   | Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |
|   | Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>Production and Distribution of Writing</b> |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD W.2.5</b>                              | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing   |                             | ♦ | ♦ | ♦ |   | ♦ |   | ♦ |   |    | ♦  | ♦  |             | ♦ | ♦ | ♦ |   | ♦ |
| <b>STD W.2.6</b>                              | 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, use a variety of digital tools to produce and publish writing, including in collaboration with peers  |                             |   |   | ♦ |   |   |   |   |   |    |    | ♦  |             | ♦ |   |   |   |   |

| Writing Standards: Grade 2              |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Research to Build and Present Knowledge |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD W.2.7</b>                        | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).                          |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)  | ♦                           | ♦ | ♦ |   | ♦ |   | ♦ | ♦ |   |    | ♦  |    |             |   |   |   |   |   |
| <b>STD W.2.8</b>                        | Recall information from experiences or gather information from provided sources to answer a question.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds | ♦                           | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|   | With assistance, categorize and organize facts and information within a given domain to answer questions  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|   | Generate questions and gather information from multiple sources to answer questions   | ♦                           |   |   |   | ♦ |   | ♦ | ♦ |   |    |    |    |             |   |   |   |   |   |
| <b>Range of Writing</b>                 |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD W.K.10</b>                       | (Begins in Grade 3)   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |

| Speaking and Listening Standards: Grade 2 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
|   |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>Comprehension and Collaboration</b>    |  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD SL.2.1</b>                         | Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and large groups.                                      |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD SL.2.1a</b>                        | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).    |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.                                     | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |
| <b>STD SL.2.1b</b>                        | Build on others’ talk in conversations by linking their comments to the remarks of others.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |
| <b>STD SL.2.1c</b>                        | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud   | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |
| <b>STD SL.2.2</b>                         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |   |    | ♦  | ♦  |             |   |   |   |   |   |
|   | Summarize (orally or in writing) text content and/or oral information presented by others  | ♦                           | ♦ | ♦ | ♦ |   |   |   |   | ♦ |    |    | ♦  |             |   |   |   |   |   |
| <b>STD SL.2.3</b>                         | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                            |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue    | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |   |    | ♦  | ♦  |             |   |   |   |   |   |

| Speaking and Listening Standards: Grade 2 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Presentation of Knowledge and Ideas       |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD SL.2.4</b>                         | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences   |                             | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
| <b>STD SL.2.5</b>                         | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                                |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings                                 | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
| <b>STD SL.2.6</b>                         | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  | ♦           |   | ♦ |   | ♦ | ♦ |
| Language Standards: Grade 2               |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
| Conventions of Standard English           |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD L.2.1</b>                          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.1a</b>                         | Use collective nouns (e.g., <i>group</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use collective nouns (e.g., <i>group</i> )   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ | ♦ |
| <b>STD L.2.1b</b>                         | Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Form and use irregular plural nouns orally and in own writing  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ | ♦ |
| <b>STD L.2.1c</b>                         | Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ) orally and in own writing   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.1d</b>                         | Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   | ♦ | ♦ |   | ♦ |
| <b>STD L.2.1e</b>                         | Use adjectives and adverbs, and choose between them depending on what is to be   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use adjectives appropriately orally and in own writing   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   | ♦ |   | ♦ | ♦ |
|   | Use adverbs appropriately orally and in own writing  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |
| <b>STD L.2.1f</b>                         | Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|   | Use and expand complete simple and compound sentences orally and in own writing  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   | ♦ | ♦ |   | ♦ |

| Language Standards: Grade 2     |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|---------------------------------|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Conventions of Standard English |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD L.2.2</b>                | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                     |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.2a</b>               | Capitalize holidays, product names, and geographic names.  |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ | ♦ | ♦ |   |
|                                 | Capitalize holidays, product names, and geographic names   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.2b</b>               | Use commas in greetings and closings of letters.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ |   |
|                                 | Use commas in greetings and closings of letters  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.2c</b>               | Use an apostrophe to form contractions and frequently occurring possessives.   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   |   |   | ♦ |
|                                 | Use an apostrophe to form contractions and frequently occurring possessives  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.2d</b>               | Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).                |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                 | Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           | ♦ |   |   |   | ♦ |
| <b>STD L.2.2e</b>               | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                               |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ | ♦ | ♦ |   |
|                                 | Consult the Individual Code Chart and simple dictionaries to check spelling  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| Knowledge of Language           |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD L.2.3</b>                | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.3a</b>               | Compare formal and informal uses of English.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ |   |
|                                 | Compare formal and informal uses of English  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |

| Language Standards: Grade 2    |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|--------------------------------|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Vocabulary Acquisition and Use |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD L.2.4</b>               | 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.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.4a</b>              | Use sentence-level context as a clue to the meaning of a word or phrase.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Use sentence-level context as a clue to the meaning of a word or phrase  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ |
| <b>STD L.2.4b</b>              | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy /unhappy</i> , <i>tell /retell</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions   | ♦                           | ♦ | ♦ |   |   |   |   |   |   |    | ♦  | ♦  |             |   |   |   |   |   |
| <b>STD L.2.4c</b>              | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions   | ♦                           | ♦ | ♦ |   | ♦ |   | ♦ |   | ♦ |    | ♦  |    |             |   |   |   |   |   |
| <b>STD L.2.4d</b>              | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> , <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> )   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ |   |   |
| <b>STD L.2.4e</b>              | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |
| <b>STD L.2.5</b>               | Demonstrate understanding of word relationships and nuances in word meanings.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
| <b>STD L.2.5a</b>              | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|                                | Provide synonyms and antonyms of selected core vocabulary words  | ♦                           | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦ |    | ♦  |    |             |   |   |   |   |   |
|                                | Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions   | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
| <b>STD L.2.5b</b>              | Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> )  |                             | ♦ | ♦ |   | ♦ |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |



| Language Standards: Grade 2    |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |
|--------------------------------|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|
| Vocabulary Acquisition and Use |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 |
| <b>STD L.2.6</b>               | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |
|                                | Learn the meaning of common sayings and phrases   | ♦                           | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |
|                                | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |

|   |
|---|
| Key To Listening & Learning Domain Numbers: |
| 1 Fairy Tales and Tall Tales                |
| 2 Early Asian Civilizations                 |
| 3 Ancient Greek Civilizations               |
| 4 Greek Myths                               |
| 5 War of 1812                               |
| 6 Cycles in Nature                          |
| 7 Westward Expansion                        |
| 8 Insects                                   |
| 9 U.S. Civil War                            |
| 10 Human Body                               |
| 11 Immigration                              |
| 12 Fighting for a Cause                     |

| Reading Standards for Literature: Grade 1 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |   |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|---|
| Key Ideas and Details                     |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |   |
| <b>STD RL.1.1</b>                         | Ask and answer questions about key details in a text.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud  | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
|   | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships   | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently   |                             |   |   |   |   |   |   |   |   |    |    | ♦           | ♦ | ♦ |   |   | ♦ | ♦ | ♦ |
| <b>STD RL.1.2</b>                         | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Retell fiction read-alouds including key details, and demonstrate understanding of the central message or lesson  | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
|   | Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral  | ♦                           |   | ♦ |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
| <b>STD RL.1.3</b>                         | Describe characters, settings, and major events in a story, using key details.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud   | ♦                           |   | ♦ | ♦ |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
|   | Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently   |                             |   |   |   |   |   |   |   |   |    |    | ♦           | ♦ | ♦ |   |   | ♦ | ♦ | ♦ |
| <b>Craft and Structure</b>                |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |   |
| <b>STD RL.1.4</b>                         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Identify words and phrases that suggest feelings or appeal to the senses  | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
| <b>STD RL.1.5</b>                         | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information | ♦                           |   | ♦ |   |   | ♦ |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
|   | Distinguish fiction from informational or realistic text  | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |   |
|   | Distinguish fiction from informational texts that are read independently  |                             |   |   |   |   |   |   |   |   |    |    |             |   | ♦ | ♦ |   |   | ♦ | ♦ |
| <b>STD RL.1.6</b>                         | Identify who is telling the story at various points in a text.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Identify who is telling the story at various points in a fiction read-aloud   |                             |   |   | ♦ |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |
|   | Identify who is telling the story at various points in a fiction text read independently  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   | ♦ | ♦ | ♦ |

| Reading Standards for Literature: Grade 1         |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Integration of Knowledge and Ideas                |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RL.1.7</b>                                 | Use illustrations and details in a story to describe its characters, setting, or events.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Talk about the illustrations and details from a fiction read-aloud, to describe its characters, setting, or events   | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |
|   | Sequence four to six pictures illustrating events from a fiction read-aloud  | ♦                           |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |
|   | Talk about the illustrations and details from a fiction text read independently, to describe its   |                             |   |   |   |   |   |   |   |   |    |    | ♦           | ♦ | ♦ |   | ♦ | ♦ | ♦ |
| <b>STD RL.1.9</b>                                 | Compare and contrast the adventures and experiences of characters in stories.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds   | ♦                           |   |   |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |
|   | Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures  |                             |   | ♦ |   |   |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |
| Range of Reading and Level of Text Complexity     |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RL.1.10</b>                                | With prompting and support, read prose and poetry of appropriate complexity for Grade 1.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught  |                             |   |   |   |   |   |   |   |   |    |    | ♦           | ♦ | ♦ |   | ♦ | ♦ | ♦ |
| Reading Standards for Informational Text: Grade 1 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
| Key Ideas and Details                             |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RI.1.1</b>                                 | Ask and answer questions about key details in a text.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational read-aloud                |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦  | ♦  |             |   |   |   |   |   |   |
|   | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦  | ♦  |             |   |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |
| <b>STD RI.1.2</b>                                 | Identify the main topic and retell key details of a text.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Identify the main topic and retell key details of a nonfiction/informational read-aloud  |                             |   |   | ♦ | ♦ |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |
|   | Identify the main topic and retell key details of a nonfiction/informational text read independently   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |
| <b>STD RI.1.3</b>                                 | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud  |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦  | ♦  |             |   |   |   |   |   |   |

| Reading Standards for Informational Text: Grade 1 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Craft and Structure                               |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RI.1.4</b>                                 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions   |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦  | ♦  |             |   |   |   |   |   |   |
|   | Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |
| <b>STD RI.1.5</b>                                 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.                               |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Identify and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a nonfiction/informational text           |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |
| <b>STD RI.1.6</b>                                 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud                               |                             |   |   |   | ♦ |   |   |   |   | ♦  | ♦  |             |   |   |   |   |   |   |
|   | Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational text read independently                  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |
| Integration of Knowledge and Ideas                |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RI.1.7</b>                                 | Use the illustrations and details in a text to describe its key ideas.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas   |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ |   |   | ♦  | ♦  |             |   |   |   |   |   |   |
|   | Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |
| <b>STD RI.1.8</b>                                 | Identify the reasons an author gives to support points in a text.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud   |                             |   |   |   |   |   |   |   | ♦ | ♦  |    |             |   |   |   |   |   |   |
| <b>STD RI.1.9</b>                                 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦  | ♦  |             |   |   |   |   |   |   |

| Reading Standards for Informational Text: Grade 1  |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |   |   |   |   |
|--|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|---|---|---|---|
| Range of Reading and Level of Text Complexity      |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |   |   |   |   |
| <b>STD RI.1.10</b>                                 | With prompting and support, read informational texts appropriately complex for Grade 1.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
|  | Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3   |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦  | ♦  |             |   |   |   |   |   |   |   |   |   |   |
|  | Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   |   |   |   |   |   |   |
| Reading Standards for Foundational Skills: Grade 1 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |   |   |   |   |
| Print Concepts                                     |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |   |   |   |   |
| <b>STD RF.1.1</b>                                  | Demonstrate understanding of the organization and basic features of print.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
| <b>STD RF.1.1a</b>                                 | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
|  | Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ | ♦ |   |   |   |   |   |   |
| Phonological Awareness                             |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |   |   |   |   |
| <b>STD RF.1.2</b>                                  | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
| <b>STD RF.1.2a</b>                                 | Distinguish long from short vowel sounds in spoken single-syllable words.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
|  | Distinguish long from short vowel sounds in spoken single-syllable words   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   | ♦ |   |   |   |   |   |   |
| <b>STD RF.1.2b</b>                                 | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
|  | Orally produce single-syllable words with various vowel and consonant sounds by blending the sounds  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.1.2c</b>                                 | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
|  | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.1.2d</b>                                 | Segment spoken single-syllable words into their complete sequence of individual sounds   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |   |   |   |   |
|  | Segment and blend phonemes to form one-syllable words  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
|  | Compare words with similar vowel sounds  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   | ♦ | ♦ | ♦ |   |   |

| Reading Standards for Foundational Skills: Grade 1 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|--|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Phonics and Word Recognition                       |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RF.1.3</b>                                  | Know and apply grade-level phonics and word analysis skills in decoding words.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3a</b>                                 | Know the spelling-sound correspondences for common consonant digraphs.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read and write the following letter-sound correspondences in words: 'sh' > /sh/, 'ch' > /ch/, 'th' > /th/(thin), 'th' > /th/ (then), 'ng' > /ng/, 'wr' > /r/, 'ck' > /k/, 'wh' > /w/, 'kn' > /n/  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3b</b>                                 | Decode regularly spelled one-syllable words.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read and/or write one-syllable words that include the letter-sound correspondences taught   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3c</b>                                 | Know final –e and common vowel team conventions for representing long vowel sounds.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read and/or write vowel sounds spelled with vowel digraph teams, such as /ae/ spelled 'a_e', 'ai,' 'ay'; /ie/ spelled 'i_e'; /oe/ spelled 'o_e', oa; /ue/ spelled 'u_e'; /oo/ spelled 'oo'; /oo/ spelled 'oo'; /ee/ spelled 'ee'  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3d</b>                                 | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | State that every syllable must have a vowel sound   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Identify the number of syllables, i.e., vowel sounds, in spoken and written words   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3e</b>                                 | Decode two-syllable words following basic patterns by breaking the words into syllables.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3f</b>                                 | Read words with inflectional endings.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read words with the following inflectional endings: plural nouns ending in –s or –es; present-tense verbs ending in –s, –es, or –ing; past-tense verbs ending in –ed  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.3g</b>                                 | Recognize and read grade-appropriate irregularly spelled words.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read and/or write tricky words:<br><b>Unit 1:</b> a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, to, do, who, two, the, said, says, was, when, where, why, what, which, here, there<br><b>Unit 2:</b> he, she, we, be, me, they, their, my, by, some, you, your<br><b>Unit 3:</b> should, would, because, could, down<br><b>Unit 4:</b> today, yesterday, tomorrow<br>picture, coach<br><b>Unit 5:</b> how,<br>picture, coach<br><b>Unit 7:</b> Mexico, go, pushing |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |

| Reading Standards for Foundational Skills: Grade 1 |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|--|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Fluency  |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD RF.1.4</b>                                  | Read with sufficient accuracy and fluency to support comprehension.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD RF.1.4a</b>                                 | Read grade-level text with purpose and understanding.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding   |                             |   |   |   |   |   |   |   |   |    |    |             |   | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.1.4b</b>                                 | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ | ♦ | ♦ | ♦ |
| <b>STD RF.1.4c</b>                                 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary  |                             |   |   |   |   |   |   |   |   |    |    |             |   | ♦ | ♦ | ♦ | ♦ | ♦ |
| Writing Standards: Grade 1                         |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
| Text Types and Purposes                            |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD W.1.1</b>                                   | 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.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | 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  | ♦                           |   |   |   |   |   | ♦ |   | ♦ |    | ♦  |             |   |   |   |   |   |   |
|  | Plan, draft, and edit an opinion piece in which they introduce the topic or the name of the fiction or nonfiction/informational text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ |   | ♦ |   |
| <b>STD W.1.2</b>                                   | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|  | Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure                          |                             |   | ♦ |   | ♦ |   | ♦ | ♦ |   | ♦  |    |             |   |   |   |   |   |   |
|  | Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, and some sense of closure   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   | ♦ |   |   |

| Writing Standards: Grade 1              |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Text Types and Purposes                 |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD W.1.3</b>                        | 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. |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of            | ♦                           |   |   |   |   |   |   |   | ♦ |    |    |             |   |   |   |   |   | ♦ |
|   | Plan, draft, and edit a personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal                    |                             |   |   |   |   |   |   |   |   |    |    |             |   | ♦ |   |   |   |   |
| Production and Distribution of Writing  |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD W.1.4</b>                        | (Begins in Grade 3)   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD W.1.5</b>                        | 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.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | 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   | ♦                           |   | ♦ | ♦ |   |   |   |   | ♦ | ♦  | ♦  |             |   | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD W.1.6</b>                        | 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, use a variety of digital tools to produce and publish writing, including in collaboration with peers   | ♦                           |   |   |   |   |   |   |   | ♦ |    |    |             |   |   | ♦ |   |   |   |
| Research to Build and Present Knowledge |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD W.1.7</b>                        | 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).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Participate in shared research and writing projects (e.g., group scientific research and writing)   |                             |   |   |   |   |   |   |   | ♦ | ♦  |    |             |   |   |   |   |   | ♦ |
| <b>STD W.1.8</b>                        | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds                              | ♦                           |   | ♦ | ♦ | ♦ |   |   | ♦ | ♦ | ♦  | ♦  |             |   |   |   |   |   |   |
|   | With assistance, categorize and organize facts and information within a given domain to answer questions  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |             |   |   |   |   |   |   |
|   | Generate questions and gather information from multiple sources to answer questions   |                             | ♦ |   | ♦ |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD W.1.9</b>                        | (Begins in Grade 4)   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| Range of Writing                        |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD W.1.10</b>                       | (Begins in Grade 3)   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |



| Speaking and Listening Standards: Grade 1 |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Comprehension and Collaboration           |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD SL.1.1</b>                         | Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD SL.1.1a</b>                        | 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).  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  |    |             |   |   |   |   |   |   |
| <b>STD SL.1.1b</b>                        | Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age                                     | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  |    |             |   |   |   |   |   |   |
| <b>STD SL.1.1c</b>                        | Ask questions to clear up any confusion about the topics and texts under discussion.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud   | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  |    |             |   |   |   |   |   |   |
| <b>STD SL.1.2</b>                         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  |    |             |   |   |   |   |   |   |
| <b>STD SL.1.3</b>                         | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>L&amp;L</b>                            | Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic   | ♦                           |   |   | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦  |    |             |   |   |   |   |   |   |
| Presentation of Knowledge and Ideas       |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD SL.1.4</b>                         | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly   |                             | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦           |   | ♦ |   | ♦ | ♦ |   |
| <b>STD SL.1.5</b>                         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |             |   | ♦ | ♦ |   |   |   |
| <b>STD SL.1.6</b>                         | Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|   | Produce complete sentences when appropriate to task and situation  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |

| Language Standards: Grade 1     |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|---------------------------------|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Conventions of Standard English |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD L.1.1</b>                | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD L.1.1a</b>               | Print all upper- and lowercase letters.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Write from memory the letters of the alphabet accurately in upper- and lowercase form   |                             |   |   |   |   |   |   |   |   |    |    |             | ♦ | ♦ | ♦ |   |   |   |
| <b>STD L.1.1b</b>               | Use common, proper, and possessive nouns.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use common, proper, and possessive nouns orally and in own writing  |                             |   |   |   |   |   |   |   |   |    |    |             | ♦ | ♦ | ♦ | ♦ | ♦ |   |
|                                 | Identify common and proper nouns  |                             |   |   |   |   |   |   |   |   |    |    |             | ♦ | ♦ | ♦ | ♦ | ♦ |   |
| <b>STD L.1.1c</b>               | Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i> ).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use singular and plural nouns with matching verbs in basic sentences (e.g. <i>He hops</i> ; <i>We hop</i> )   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   | ♦ |
| <b>STD L.1.1d</b>               | Use personal, possessive, and indefinite pronouns (e.g., <i>I</i> , <i>me</i> , <i>my</i> ; <i>they</i> , <i>them</i> , <i>their</i> ; <i>anyone</i> , <i>everything</i> ). |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use personal, possessive, and indefinite pronouns orally and in own writing   |                             |   |   |   |   |   |   |   |   |    |    |             | ♦ | ♦ | ♦ |   |   | ♦ |
| <b>STD L.1.1e</b>               | Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home</i> ; <i>Today I walk home</i> ; <i>Tomorrow I will walk home</i> ).             |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   | ♦ | ♦ | ♦ | ♦ |
| <b>STD L.1.1f</b>               | Use frequently occurring adjectives.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use adjectives orally and in own writing  |                             |   |   |   |   |   |   |   |   |    |    |             |   | ♦ |   | ♦ | ♦ | ♦ |
| <b>STD L.1.1g</b>               | Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ) orally and in own writing                                   |                             |   |   |   |   |   |   |   |   |    |    |             | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD L.1.1h</b>               | Use determiners (e.g., articles, demonstratives).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use determiners (e.g., <i>the</i> , <i>a</i> , <i>this</i> , <i>that</i> ) orally and in writing  |                             |   |   |   |   |   |   |   |   |    |    |             | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |
| <b>STD L.1.1i</b>               | Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ) orally and in writing  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   | ♦ | ♦ | ♦ |
| <b>STD L.1.1j</b>               | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                                   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                 | Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts   |                             |   |   |   |   |   |   |   |   |    |    |             |   | ♦ | ♦ | ♦ | ♦ | ♦ |

| Language Standards: Grade 1           |  | Listening & Learning Domain |          |          |          |          |          |          |          |          |           |           | Skills Unit |          |          |          |          |          |          |
|---------------------------------------|--|-----------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-------------|----------|----------|----------|----------|----------|----------|
| Conventions of Standard English       |  | 1                           | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10        | 11        | 1           | 2        | 3        | 4        | 5        | 6        | 7        |
| <b>STD L.1.2</b>                      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
| <b>STD L.1.2a</b>                     | Capitalize dates and names of people.  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Capitalize dates and names of people   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          | ♦        | ♦        | ♦        |
| <b>STD L.1.2b</b>                     | Use end punctuation for sentences.   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Identify and use end punctuation, including periods, question marks, and exclamation points in writing   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          | ♦        | ♦        | ♦        |
| <b>STD L.1.2c</b>                     | Use commas in dates and to separate single words in a series.  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Use commas in dates and to separate single words in a series   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          | ♦        | ♦        |
| <b>STD L.1.2d</b>                     | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          | ♦        | ♦        | ♦        |
|                                       | Spell and write high-frequency tricky words  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          | ♦        | ♦        | ♦        |
| <b>STD L.1.2e</b>                     | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc. |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          | ♦        | ♦        | ♦        |
| <b>Knowledge of Language</b>          |  | <b>1</b>                    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>1</b>    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> |
| <b>STD L.1.3</b>                      | (Begins in grade 2)  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
| <b>Vocabulary Acquisition and Use</b> |  | <b>1</b>                    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>1</b>    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> |
| <b>STD L.1.4</b>                      | 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.  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
| <b>STD L.1.4a</b>                     | Use sentence-level context as a clue to the meaning of a word or phrase.   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Use sentence-level context as a clue to the meaning of a word or phrase  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          | ♦        | ♦        |
| <b>STD L.1.4b</b>                     | Use frequently occurring affixes as a clue to the meaning of a word.   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Use frequently occurring affixes as a clue to the meaning of a word  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          | ♦        | ♦        |
| <b>STD L.1.4c</b>                     | Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).   |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          |          |          |
|                                       | Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> )  |                             |          |          |          |          |          |          |          |          |           |           |             |          |          |          |          | ♦        | ♦        |

| Language Standards: Grade 1    |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    | Skills Unit |   |   |   |   |   |   |
|--------------------------------|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|---|---|---|---|---|
| Vocabulary Acquisition and Use |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1           | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>STD L.1.5</b>               | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
| <b>STD L.1.5a</b>              | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent  |                             | ♦ |   |   |   | ♦ |   | ♦ |   |    |    |             |   |   |   |   |   |   |
|                                | Provide examples of common synonyms and antonyms  | ♦                           |   |   |   | ♦ | ♦ |   | ♦ | ♦ |    | ♦  |             |   |   |   |   |   |   |
| <b>STD L.1.5b</b>              | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)   |                             |   |   |   |   |   |   |   | ♦ |    |    |             |   |   |   |   |   |   |
| <b>STD L.1.5c</b>              | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                | Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> )  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |             |   |   |   |   |   |   |
| <b>STD L.1.5d</b>              | Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings. |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                | Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings  |                             |   |   |   | ♦ |   |   |   |   | ♦  |    |             |   |   |   |   |   |   |
| <b>STD L.1.6</b>               | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).   |                             |   |   |   |   |   |   |   |   |    |    |             |   |   |   |   |   |   |
|                                | Learn the meaning of common sayings and phrases   | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦  | ♦  |             |   |   |   |   |   |   |
|                                | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )  | ♦                           |   | ♦ | ♦ |   |   |   | ♦ | ♦ | ♦  | ♦  | ♦           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |

|   |                        |
|---|------------------------|
| Key To Listening & Learning Domain Numbers: |                        |
| 1 Fables and Stories                        | 7 History of the Earth |
| 2 The Human Body                            | 8 Animals and Habitats |
| 3 Different Lands, Similar Stories          | 9 Fairy Tales          |
| 4 Early World Civilizations                 | 10 A New Nation        |
| 5 Early American Civilizations              | 11 Frontier Explorers  |
| 6 Astronomy                                 |                        |

| Reading Standards for Literature: Kindergarten |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|--|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Key Ideas and Details                          |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RL.K.1</b>                              | With prompting and support, ask and answer questions about key details in a text.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud                            | ♦                           |   | ♦ | ♦ |   |   |   | ♦ | ♦ |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships                 | ♦                           |   | ♦ | ♦ |   |   |   | ♦ | ♦ |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction text that has been read independently |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦  |
| <b>STD RL.K.2</b>                              | With prompting and support, retell familiar stories, including key details.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, retell or dramatize fiction read-alouds, including key details  | ♦                           |   | ♦ | ♦ | ♦ |   |   | ♦ |   |    | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD RL.K.3</b>                              | With prompting and support, identify characters, settings, and major events in a story.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud  | ♦                           |   | ♦ | ♦ | ♦ | ♦ | ♦ |   |   |    | ♦  |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦  |

| Reading Standards for Literature: Kindergarten       |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|--|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Craft and Structure                                  |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RL.K.4</b>                                    | Ask and answer questions about unknown words in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions  | ♦                           |   | ♦ | ♦ |   |   |   | ♦ | ♦ |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently                              |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   | ♦  |
| <b>STD RL.K.5</b>                                    | Recognize common types of texts (e.g., storybooks, poems).   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems                                   | ♦                           |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |   |    | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>STD RL.K.6</b>                                    | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, describe the role of an author and illustrator in a fiction text   |                             |   | ♦ |   |   |   |   | ♦ |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| <b>Integration of Knowledge and Ideas</b>            |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RL.K.7</b>                                    | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud             | ♦                           |   | ♦ | ♦ |   |   |   | ♦ | ♦ |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story     |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   | ♦ | ♦ |   | ♦  |
| <b>STD RL.K.9</b>                                    | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds            | ♦                           |   | ♦ |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| <b>Range of Reading and Level of Text Complexity</b> |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RL.K.10</b>                                   | Actively engage in group reading activities with purpose and understanding.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Actively engage in fiction read-alouds   | ♦                           |   | ♦ | ♦ |   |   |   | ♦ | ♦ |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Read aloud in a group, with a partner, or alone at least 15 minutes each day   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   | ♦ | ♦ | ♦ | ♦  |

| Reading Standards for Informational Text: Kindergarten |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|--|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Key Ideas and Details                                  |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RI.K.1</b>                                      | With prompting and support, ask and answer questions about key details in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud            |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
|  | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>STD RI.K.2</b>                                      | With prompting and support, identify the main topic and retell key details of a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud  |                             | ♦ |   | ♦ | ♦ |   |   | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD RI.K.3</b>                                      | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud  |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ |   | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>Craft and Structure</b>                             |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RI.K.4</b>                                      | With prompting and support, ask and answer questions about unknown words in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions   |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>STD RI.K.5</b>                                      | Identify the front cover, back cover, and title page of a book.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ |   | ♦ |   |    |
|  | Demonstrate correct book orientation by holding books correctly and turning pages  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ |   | ♦ |   |   |    |
| <b>STD RI.K.6</b>                                      | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text  |                             |   |   |   | ♦ |   |   |   |   | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |

| Reading Standards for Informational Text: Kindergarten  |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Integration of Knowledge and Ideas                      |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RI.K.7</b>                                       | 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). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud                   |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD RI.K.8</b>                                       | With prompting and support, identify the reasons an author gives to support points in a text.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud  |                             |   |   |   |   |   |   | ♦ |   | ♦  |    | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>STD RI.K.9</b>                                       | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                         |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds |                             | ♦ |   | ♦ | ♦ | ♦ |   |   |   |    | ♦  | ♦  | ♦           |   |   |   |   |   |   |   |   |    |
| Range of Reading and Level of Text Complexity           |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RI.K.10</b>                                      | Actively engage in group reading activities with purpose and understanding.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Actively engage in nonfiction/informational read-alouds   |                             | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| Reading Standards for Foundational Skills: Kindergarten |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
| Print Concepts  |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RF.K.1</b>                                       | Demonstrate understanding of the organization and basic features of print.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD RF.K.1a</b>                                      | Follow words from left to right, top to bottom, and page by page.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ | ♦ | ♦ | ♦ |   |    |
|   | Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ | ♦ |   |   |   |    |
|   | Establish bodily and spatial awareness  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ |   |   |   |   |    |
| <b>STD RF.K.1b</b>                                      | Recognize that spoken words are represented in written language by specific sequences of letters.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦ |    |
| <b>STD RF.K.1c</b>                                      | Understand that words are separated by spaces in print.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Point to each word in a line of print while reading aloud   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   | ♦ |   | ♦ |    |
| <b>STD RF.K.1d</b>                                      | Recognize and name all upper- and lowercase letters of the alphabet.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   | ♦ | ♦ | ♦ | ♦  |



| Reading Standards for Foundational Skills: Kindergarten |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|---|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Phonological Awareness                                  |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD RF.K.2</b>                                       | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Identify environmental sounds   |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           |   |   |   |   |   |   |   |   |    |
|   | Count the number of environmental sounds heard (e.g., clapping, rhythm band instruments)  |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           |   |   |   |   |   |   |   |   |    |
|   | Identify whether environmental sounds are the same or different   |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           |   |   |   |   |   |   |   |   |    |
|   | Segment spoken sentences into words   |                             |   |   |   |   |   |   |   |   |    |    |    | ♦           |   |   |   |   |   |   |   |   |    |
| <b>STD RF.K.2a</b>                                      | Recognize and produce rhyming words.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Recognize and produce rhyming words   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   | ♦ |   | ♦ |   |    |
| <b>STD RF.K.2b</b>                                      | Count, pronounce, blend, and segment syllables in spoken words.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Blend syllables to form words   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   |   |   |   |   |   |   |    |
| <b>STD RF.K.2c</b>                                      | Blend and segment onsets and rimes of single-syllable spoken words.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | NOTE: CKLA FOCUSES ON THE INDIVIDUAL PHONEME AS THE UNIT OF SOUND, NOT ONSETS AND RIMES; SEE OBJECTIVES UNDER RF.K.2.d  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD RF.K.2d</b>                                      | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Segment a spoken word into phonemes, e.g., given <i>bat</i> , produce the segments /b/ /a/ /t/  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   | ♦ | ♦ |   |   |   | ♦ |   | ♦  |
|   | Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   | ♦ | ♦ | ♦ |   |   | ♦ |   | ♦  |
|   | Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>                  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   | ♦ | ♦ | ♦ |   |   | ♦ |   | ♦  |
|   | Listen to one-syllable words and tell the beginning or ending sounds, e.g., given <i>dog</i> , identify initial /d/ or final /g/  |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ |   |   |   |   | ♦ |   |    |
|   | Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make <i>cat</i>   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ | ♦ |   |   |   | ♦ |   |   | ♦  |
| <b>STD RF.K.2e</b>                                      | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|   | Add or substitute phonemes to spoken one-syllable words   |                             |   |   |   |   |   |   |   |   |    |    |    |             | ♦ |   |   |   |   |   |   |   | ♦  |

| Reading Standards for Foundational Skills: Kindergarten |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |   |   |   |
|---|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|---|---|---|
| Phonics and Word Recognition                            |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |
| <b>STD RF.K.3</b>                                       | Know and apply grade-level phonics and word analysis skills in decoding words.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
| <b>STD RF.K.3a</b>                                      | 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.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
|   | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w', 'ww' > /w/; 'x' > /x/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/ ( <i>thin</i> ); 'th' > /th/ ( <i>then</i> ); 'qu' > /qu/; 'ng', 'n' > /ng/ |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ |   |   | ♦ | ♦  | ♦ |   |   |
| <b>STD RF.K.3b</b>                                      | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
|   | Read and write any one-syllable short vowel CVC words, e.g., <i>sit, cat, wet, not, cup</i>  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ |   |   | ♦ |    | ♦ |   |   |
|   | Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-, fl-, sp-, -st, -nd, -lt</i> , etc. and initial or final consonant digraphs, e.g., <i>ch-, sh-, th-, -ch, -sh, -th, -ck, -ng</i>   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   | ♦ |   | ♦ | ♦  |   |   |   |
|   | Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., <i>mess, bill, cuff</i> , etc.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   | ♦ |    |   |   |   |
|   | Begin to read and write one-syllable words containing a long vowel sound with the final <i>-e</i> spelling, e.g. <i>late, bite, note</i> , and <i>cute</i>   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    | ♦ |   |   |
|   | Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., <i>at &gt; bat &gt; bad &gt; bid</i>  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ |   |   |   |   | ♦  | ♦ |   |   |
|   | Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab &gt; slab &gt; slap &gt; slash</i>   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   | ♦ | ♦  | ♦ | ♦ |   |
|   | Read, spell, and write chains of one-syllable long vowel words with the final <i>-e</i> spelling, e.g., <i>nine &gt; line &gt; lime &gt; time &gt; tame &gt; came &gt; cape &gt; tape</i>  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    | ♦ | ♦ |   |
| <b>STD RF.K.3c</b>                                      | Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
|   | Read high-frequency words identified as tricky words:<br><b>Unit 8:</b> <i>the, a, of, all, one, from, was</i><br><b>Unit 9:</b> <i>word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there</i><br><b>Unit 10:</b> <i>he, she, we, be, me, they, their, my, by, you, your</i>   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    | ♦ | ♦ | ♦ |
| <b>STD RF.K.3d</b>                                      | Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
|   | Distinguish between similarly spelled words by identifying the sounds of the letters that differ, e.g., <i>peg</i> and <i>pig</i> , <i>pin</i> and <i>pen</i> , etc.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
| <b>Fluency</b>  |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |
| <b>STD RF.K.4</b>                                       | Read emergent-reader texts with purpose and understanding.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |   |   |   |
|   | Read, with purpose and understanding, decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦  | ♦ |   |   |
|   | Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   | ♦  | ♦ |   |   |

| Writing Standards: Kindergarten                |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|--|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Text Types and Purposes                        |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| STD W.K.1                                      | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i> ). |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text               |                             |   | ♦ |   |   |   |   |   |   |    |    | ♦  |             |   |   |   |   |   |   |   |   |    |
| STD W.K.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.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details   |                             | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| STD W.K.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.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | 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   |                             |   |   |   | ♦ |   |   | ♦ |   | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>Production and Distribution of Writing</b>  |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| STD W.K.4                                      | (Begins in Grade 3)   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| STD W.K.5                                      | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed  |                             |   |   |   |   |   |   |   |   |    | ♦  | ♦  | ♦           |   |   |   |   |   |   |   |   |    |
| STD W.K.6                                      | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers   |                             |   |   |   |   |   |   | ♦ |   |    | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>Research to Build and Present Knowledge</b> |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| STD W.K.7                                      | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Participate in shared research and writing projects (e.g., group scientific research and writing)   |                             |   |   |   |   |   |   | ♦ |   |    | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| STD W.K.8                                      | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | With assistance, categorize and organize facts and information within a given domain to answer questions  |                             | ♦ |   |   |   | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| STD W.K.9                                      | (Begins in Grade 4)   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| <b>Range of Writing</b>                        |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| STD W.K.10                                     | (Begins in Grade 3)   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |

| Speaking and Listening Standards: Kindergarten |  | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|--|--|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Comprehension and Collaboration                |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD SLK.1</b>                               | Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD SLK.1a</b>                              | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.   | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD SLK.1b</b>                              | Continue a conversation through multiple exchanges.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age             | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| <b>STD SLK.2</b>                               | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ |   |   |    |    | ♦  | ♦           | ♦ | ♦ |   |   |   |   |   |   |    |
|  | Ask questions to clarify information in a fiction text   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   | ♦ | ♦ | ♦  |
| <b>STD SLK.3</b>                               | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Ask questions to clarify directions, exercises, and/or classroom routines  |                             |   |   |   |   |   |   |   |   |    |    | ♦  | ♦           | ♦ |   |   |   |   |   |   |   |    |
| Presentation of Knowledge and Ideas            |  | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>STD SLK.4</b>                               | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail  | ♦                           | ♦ | ♦ |   | ♦ |   |   |   |   |    | ♦  | ♦  |             |   |   |   |   |   | ♦ | ♦ |   |    |
| <b>STD SLK.5</b>                               | Add drawings or other visual displays to descriptions as desired to provide additional detail.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Add drawings or other visual displays to descriptions as desired to provide additional detail  |                             | ♦ | ♦ | ♦ |   | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| <b>STD SLK.6</b>                               | Speak audibly and express thoughts, feelings, and ideas clearly.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|  | Speak audibly and express thoughts, feelings, and ideas clearly  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  | ♦           | ♦ | ♦ | ♦ | ♦ | ♦ |   |   |   |    |

| Language Standards: Kindergarten |   | Listening & Learning Domain |          |          |          |          |          |          |          |          |           |           |           | Skills Unit |          |          |          |          |          |          |          |          |           |
|----------------------------------|---|-----------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Conventions of Standard English  |   | 1                           | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10        | 11        | 12        | 1           | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10        |
| <b>STD L.K.1</b>                 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
| <b>STD L.K.1a</b>                | Print many upper- and lowercase letters.  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Hold a writing utensil with a tripod (or pincer) grip and make marks on paper   |                             |          |          |          |          |          |          |          |          |           |           |           | ♦           | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        |          |          |           |
|                                  | Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          | ♦        | ♦        | ♦        | ♦        | ♦        |          |          | ♦         |
|                                  | Write from left to right leaving spaces between words, and top to bottom using return sweep   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          | ♦        |          |          |          |          |           |
|                                  | Write own name  |                             |          |          |          |          |          |          |          |          |           |           |           |             | ♦        |          |          |          |          |          |          |          |           |
| <b>STD L.K.1b</b>                | Use frequently occurring nouns and verbs.   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Use frequently occurring nouns and verbs in oral language   | ♦                           | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦         | ♦         | ♦         |             |          |          |          |          |          |          |          |          |           |
| <b>STD L.K.1c</b>                | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ).   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Use regular plural nouns orally by adding /s/, /z/, or /es/   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          | ♦        |          |          |           |
| <b>STD L.K.1d</b>                | Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ).  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>   |                             |          | ♦        |          |          | ♦        |          |          | ♦        | ♦         |           |           |             |          |          |          |          |          |          |          |          | ♦         |
| <b>STD L.K.1e</b>                | Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i> ).   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Use spatial words: <i>there</i> , <i>here</i> ; <i>in</i> , <i>on</i> ; <i>in front of</i> , <i>behind</i> ; <i>at the top of</i> , <i>at the bottom of</i> ; <i>under</i> , <i>over</i> ; <i>above</i> , <i>below</i> ; <i>next to</i> , <i>in the middle of</i> ; <i>near</i> , <i>far</i> ; <i>inside</i> , <i>outside</i> ; <i>around</i> , <i>between</i> ; <i>up</i> , <i>down</i> ; <i>high</i> , <i>low</i> ; <i>left</i> , <i>right</i> ; <i>front</i> , <i>back</i> |                             |          |          |          |          |          |          |          |          |           |           |           | ♦           | ♦        | ♦        | ♦        | ♦        | ♦        |          |          |          |           |
| <b>STD L.K.1f</b>                | Produce and expand complete sentences in shared language activities.  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Answer questions orally in complete sentences   | ♦                           | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦         | ♦         | ♦         |             |          |          |          |          |          |          |          |          |           |
|                                  | Produce and expand complete sentences in shared language activities   | ♦                           | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦        | ♦         | ♦         | ♦         |             |          |          |          |          |          |          |          |          |           |
| <b>STD L.K.2</b>                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
| <b>STD L.K.2a</b>                | Capitalize the first word in a sentence and the pronoun <i>I</i> .  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Capitalize the first word in a sentence and the pronoun <i>I</i>  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          | ♦         |
| <b>STD L.K.2b</b>                | Recognize and name end punctuation.   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Name and use commas and end punctuation while reading orally  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          | ♦        | ♦        | ♦        |           |
| <b>STD L.K.2c</b>                | Write a letter or letters for most consonant and short vowel sounds (phonemes).   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Recognize, isolate, and write the spellings for short vowel sounds  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          | ♦        | ♦        |          |          |          |          | ♦         |
|                                  | Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          | ♦        | ♦        | ♦        |          | ♦        |          | ♦         |
| <b>STD L.K.2d</b>                | Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |
|                                  | Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten  |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          | ♦        |           |
|                                  | Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>won</i> for <i>one</i> , <i>sum</i> for <i>some</i> , etc.   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          | ♦        |           |
| <b>Knowledge of Language</b>     |   | <b>1</b>                    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>1</b>    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| <b>STD L.K.3</b>                 | (Begins in grade 2)   |                             |          |          |          |          |          |          |          |          |           |           |           |             |          |          |          |          |          |          |          |          |           |

| Language Standards: Kindergarten |   | Listening & Learning Domain |   |   |   |   |   |   |   |   |    |    |    | Skills Unit |   |   |   |   |   |   |   |   |    |
|----------------------------------|---|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------------|---|---|---|---|---|---|---|---|----|
| Vocabulary Acquisition and Use   |   | 1                           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| STD L.K.4                        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| STD L.K.4a                       | 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> ).   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | 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> )  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| STD L.K.4b                       | Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word. |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | Use the inflections <i>-s</i> , <i>-es</i> , and <i>-ed</i> as a clue to the meaning of an unknown word   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   | ♦ |   |    |
| STD L.K.5                        | With guidance and support from adults, explore word relationships and nuances in word meanings.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| STD L.K.5a                       | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent  |                             | ♦ |   | ♦ |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
| STD L.K.5b                       | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)   |                             | ♦ |   |   |   |   |   | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| STD L.K.5c                       | Identify real-life connections between words and their use (e.g., note places at school that are colorful).   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
| STD L.K.5d                       | Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.                                 |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings                                  |                             | ♦ |   |   |   |   |   |   |   |    | ♦  |    |             |   |   |   |   |   |   |   |   |    |
| STD L.K.6                        | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.   |                             |   |   |   |   |   |   |   |   |    |    |    |             |   |   |   |   |   |   |   |   |    |
|                                  | Use words and phrases acquired through conversations, being read to, and responding to texts  | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦ | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |
|                                  | Learn the meaning of common sayings and phrases   | ♦                           | ♦ | ♦ | ♦ | ♦ | ♦ |   | ♦ |   | ♦  | ♦  | ♦  |             |   |   |   |   |   |   |   |   |    |

|   |
|---|
| Key To Listening & Learning Domain Numbers: |
| 1 Nursery Rhymes and Fables                 |
| 2 The Five Senses                           |
| 3 Stories                                   |
| 4 Plants                                    |
| 5 Farms                                     |
| 6 Native Americans                          |
| 7 Kings and Queens                          |
| 8 Seasons and Weather                       |
| 9 Columbus and the Pilgrims                 |
| 10 Colonial Towns and Townspeople           |
| 11 Taking Care of the Earth                 |
| 12 Presidents and American Symbols          |

**Appendix C**  
**Sample Instructional Calendar**

# Charter School Academic Calendar-200 Student Days

# 2016 to 2017

| Aug 2016 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 | 31 |    |    |    |

| Sep 2016 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 |    |

| Oct 2016 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

| Nov 2016 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    | 1  | 2  | 3  | 4  | 5  |
| 6        | 7  | 8  | 9  | 10 | 11 | 12 |
| 13       | 14 | 15 | 16 | 17 | 18 | 19 |
| 20       | 21 | 22 | 23 | 24 | 25 | 26 |
| 27       | 28 | 29 | 30 |    |    |    |

| Dec 2016 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 | 31 |

| Jan 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 29       | 30 | 31 |    |    |    |    |

| Feb 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 |    |    |    |    |

| Mar 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

| Apr 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       |    |    |    |    |    |    |

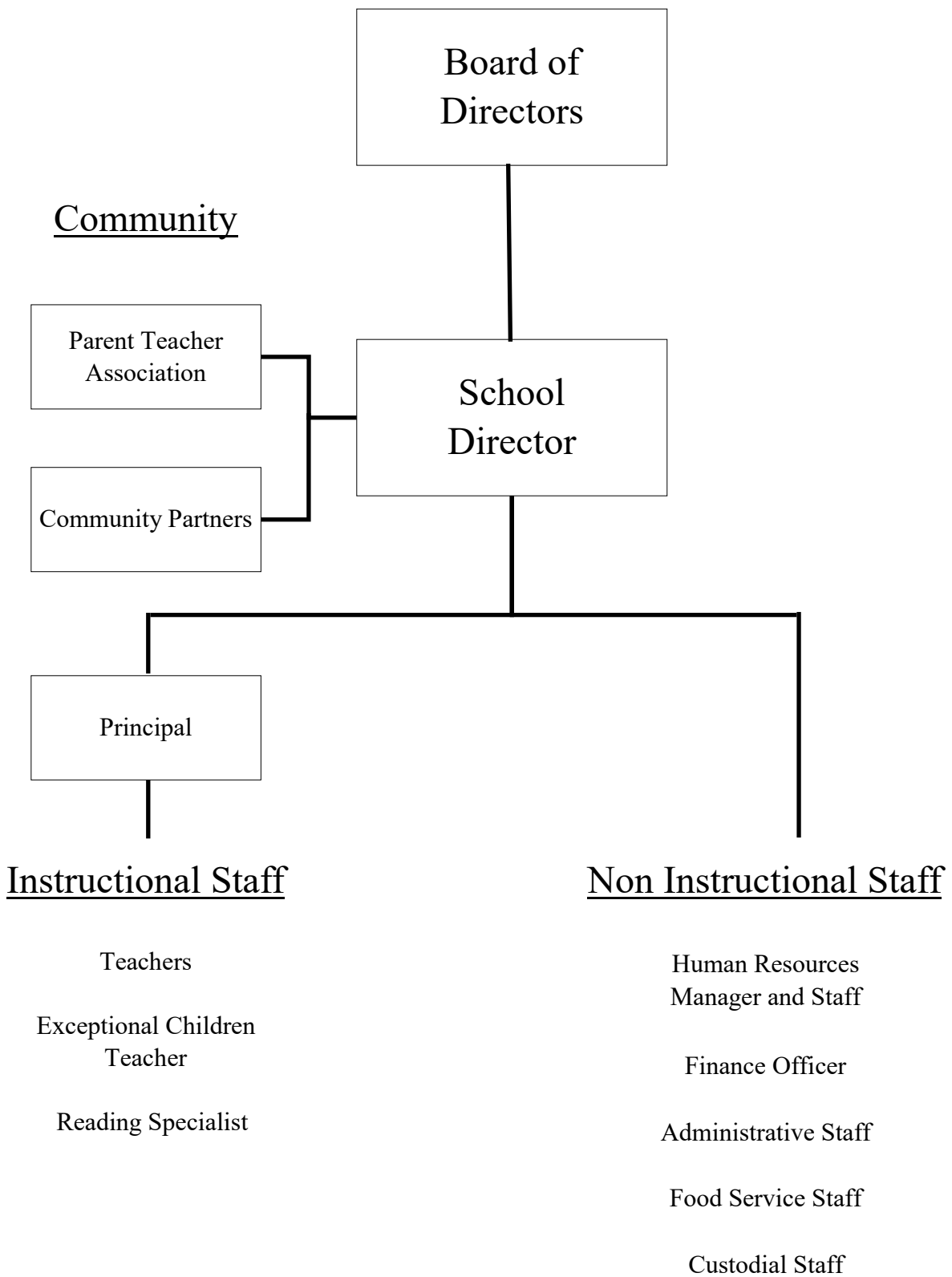
| May 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 | 31 |    |    |    |

| Jun 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 |    |

| Jul 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

|  |  |
|--|--|
| First/ Last Day  |  |
| Early release day for students, professional development for staff |  |
| Teacher Workday  |  |
| Holiday  |  |
| Vacation   |  |





Infinite Hope Preparatory

Appendix G

Proposed Bylaws of the Non-Profit Organization

## **Article I: Name**

The name of the Corporation is Infinite Hope Preparatory, Inc.

## **Article II: Purpose**

Infinite Hope Preparatory (IHP) is a private non-profit corporation organized under the Non-Profit Corporation Act of North Carolina. IHP shall operate exclusively for charitable and educational purposes and in a manner consistent with the General Statutes of North Carolina, Chapter 55A and Section 501 (c) (3). The Board of Directors and the school shall follow the policy to not discriminate in admissions and hiring practices in violation of the law.

## **Article III: Members**

Infinite Hope Preparatory shall have no members, certificate holders, or shareholders. The Board and the Director shall conduct and perform all functions and affairs for IHP.

## **Article IV: Offices and Registered Agent**

Infinite Hope Preparatory shall maintain a registered office and agent in the State of North Carolina as established by the Board. The Board, when necessary, can change the registered agent as business requires but must remain in compliance with the North Carolina Non-Profit Corporation Act.

## **Article V: Board of Directors**

### 1. General Powers

The Board shall decide matters related to the operations of the school to include budgeting, curriculum, and operating procedures in accordance with G.S. 115.C-238.29E (d).

### 2. Number of Members

The number of people on the Board will be no more than 8 and no fewer than 5 members. There must be 3 members on the Board at all time that have a voting authority. The School Director and the Principal may serve as an ex officio, but have a non-voting authority.

### 3. Term

Board members shall serve for a term of two years. The end of the term will expire the last day in June every two years. The number of successive terms will not be limited.

### 4. Voting

All matters before the Board will be approved by a majority vote of all Board members. Board members will be allowed to vote electronically, the vote will be accepted and counted.

### 5. Compensation

All members of the Board will serve without compensation. Board members who are non-voting members would be able to received compensation as an employee of the Corporation.

### 6. Vacancies

The Board will nominate and vote on the new board members. If a vacancy occurs on the Board, the remaining members my fill the vacancy with a majority vote. The new member will then serve the remainder of the term in the position of member that was replaced.

### 7. Removal

Board members may be removed with or without cause by a vote of a majority of the Board. In the event that a member is removed, a new member can be elected at the same meeting.

### 8. Resignation

A member of the Board may resign at any time by giving notice to the President of the Board that must be in writing.

### 9. Duties of the Board of Directors

The Board is dedicated and committed to the education of all students and therefore will carry out all duties according to the policies set forth:

1. To develop clear governing roles and responsibilities for all Board members and review them annually.
2. To govern the school in accordance with the State Board of Education and all North Carolina laws governing charter schools.
3. To meet as required by the Bylaws.
4. To supervise the duties of the instructional staff to include the Principal, the Board will approve, remove, and supervise these agents.
5. To develop compensation for all instructional staff to include the Principal and the Director.
6. To provide financial and personnel oversight for the Corporation.
7. To regularly evaluate the Board's effectiveness with regards to finance management, policy development, dedication to the mission and purpose of IHP, and relationship building.
8. To provide all Board members with the training needed to perform effectively. The Board will develop training strategies, new board member orientation, and create seminars and conferences on special interest topics.

## **Article VI: Meetings by the Board of Directors**

### 1. Regular Meetings

The Board shall hold regular monthly meetings as advertised by the President of the Board. The meetings will be held at the school or other appropriate place as designated by the President.

### 2. Special Meetings

The Board shall hold special meetings for the following reasons:

- By request of the School Director, or three or more Board members in writing
- The Board members must be notified at least 48 hours in advance of the special meeting
- The public will be notified of each special meeting at least 48 hours in advance
- When possible, all Board members shall be provided a list of topics that will be discussed.

### 3. Emergency Meetings

The Board shall hold emergency meetings for the following reasons:

- An emergency meeting may be held immediately after notifying all members under special circumstances as declared by the Board.
- These meetings may be held via conference call if all members cannot physically meet at the school.
- At the meeting all documents must be labeled as an emergency meeting and the nature of the notice must be documented.

### 4. Requirements for the Board of Directors Meetings

All meetings are governed by the following provisions:

- All Board Members will adhere to the provisions outlined in North Carolina's Open Meetings Law as defined in G.S. 143-318.10 (b).
- Notice of regular meetings will be posted in advance on Infinite Hope Preparatory website by the Board five days prior to meeting.
- Notice of all meetings will be made by email, facsimile, or any other form of written communication to all the Board members.
- Board meeting minutes will be approved and made available to the public.
- Board members will attend at least 85% of all meetings. If any Board member fails to attend the required number of board meetings this will result in the removal of the Board member.

### 5. Closed Meeting

A closed meeting shall be held only when required. In accordance with NC Open Meeting Law, G.S. 145-318.11, a public body may hold a closed meeting and exclude the public only when a closed session is required. A closed meeting must be put to a motion and agreed upon at an open meeting and the purpose cited.

## 6. Participation

All Board members can attend a meeting of the Board by all approved means of communication in which all persons can hear each other during the meeting and will be counted as present at the meeting.

## 7. Presumption of Assent

Any action on any corporate matter that is taken shall be presumed that every Board member present has assented to the action taken unless the dissent of the person has been entered in the minutes or the meeting or said person has filed a written dissent with the secretary of the meeting before the adjournment of the meeting. Such right to dissent shall not apply to any Board member who voted in favor of such action.

## 8. Voting

The Board will vote and the simple majority of all Board members shall be the action of the Board of Directors. Board members can vote electronically and it shall be accepted.

## **Article VII: Officers**

**The Officers of the Corporation shall be Director, President, Vice President, Secretary, Finance Officer, Marketing/Fundraising Specialist, and Parent/Student Liaison.**

### 1. Director

- Will be responsible for the overall operation of the school.
- Authorized to oversee all employees.
- Authorized to recommend to the hiring and termination of non-instructional employees and the Principal to the Board of Directors.
- Responsible for keeping the Board informed of the overall progress of the school that will also include financial needs.
- Responsible for ensuring that IHP is in compliance with all North Carolina Department of Public Instruction testing regulations and compliance with the charter of the State of North Carolina.
- The Corporation will apply and obtain a license from the North Carolina Secretary of State to solicit donations prior to fundraising efforts and renew the license annually.
- Responsible for undertaking other duties as are assigned by the Board.

### 2. President

- Will preside over all meetings of the Board of Directors.
- Will work directly with the Director and the Board of Directors to assure that the school and the Board receive accurate and complete communication.
- The President will be the Executive Officer of the Corporation and subject to control the Board of Directors.
- Responsible for managing the Board in accordance with the Bylaws.
- Responsible for undertaking other duties as are assigned by the Board.

### 3. Vice President

- In the absence of disability of the President, will perform the duties and exercise the powers of that office.
- Will take the lead in facilitating surveys, evaluations, and monthly check-ins with teachers.
- Responsible for undertaking other duties as are assigned by the Board.

### 4. Secretary

- Will keep accurate records of the acts and proceedings of all meetings of the Board of Directors.
- Will have general charge of the records and books for the Corporation and the corporate seal, and will affix the corporate seal to any lawfully executed instrument that requires the seal.
- Responsible for undertaking other duties as are assigned by the Board.

### 5. Finance Officer

- Will keep accurate, full, and true accounts of the finances of the Corporation and provide all true statements of the Corporation's assets and liabilities to the contracted auditor. All fiscal year statements will be available for any member of the Board to view for 5 years and a copy of the latest statement will be available upon written request.
- Will have custody of all funds and securities belonging to the Corporation and will receive, deposit, or disburse under the permission of the Board of Directors.
- Responsible for undertaking other duties as are assigned by the Board.

### 6. Marketing/Fundraising Specialist

- Will develop marketing strategies that will engage the community and the parents to promote IHP for the purpose of knowledge, enrollment and community partnerships.
- Will head all fundraising endeavors and research programs, grants, and other ways that the school can receive funding and work closely with the PTA to assist with fundraising programs also.
- Responsible for undertaking other duties as are assigned by the Board.

### 7. Parent/Student Liaison

- Will be the direct link to our parents, students and community by updating everyone on the student and school progress by ensuring that all update information is listed on the school website.
- They will head the training sessions for parents and coordinate all community events. The Parent Liaison will be responsible for updating parents with student and school progress.
- Responsible for undertaking other duties as are assigned by the Board.

## 8. Requirements of All Officers

- Every person must be twenty-five (25) years old to hold any position as an officer of the Corporation.

## 9. Election and Removal of Officers

- The officers will be elected, removed, and evaluated by the Board of Directors. In the event a position is vacant, the Board shall call a special meeting to replace the vacancy.
- All officers may be removed from the Board of Directors with or without cause by a majority vote.
- All officers must give written notice of resignation that will be received by the President.

## **Article VIII: Code of Conduct and Conflict of Interest**

### **Section I Purpose**

The purpose of the conflict of interest policy is to protect (the “Organization”)'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is not to replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Section II Definitions**

#### **1. Interested Person**

Any director, officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

#### **2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest, other than de minimis, in any entity with which the Corporation has a transaction or arrangement;
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
- d. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.



### **3. Compensation**

Direct and/or indirect remuneration as well as gifts or favors that are not insubstantial.

### **4. Procedures**

#### **Duty to Disclose**

An interested person must disclose the existence of the financial interest and be given the opportunity to disclose the existence of the financial interest and be given the opportunity to disclose all facts to the members of the Board regarding the proposed transaction or arrangement.

#### **Procedures for Addressing the Conflict of Interest:**

- a. An interested person may request to go before the board and make a presentation at the meeting, the person would be excused from the room, the members will discuss and vote on if the transaction or arrangement involving the possible conflict of interest.
- b. The President of the Board, if appropriate, appoint a disinterested person to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest.

#### **Violations of the Conflicts of Interest Policy:**

- a. When the Board has reasonable cause to believe a member of the Board has failed to disclose actual or possible conflicts of interest, the member shall be informed and granted a hearing to present that there was no conflict between the Board and the entity.
- b. If the member is found to have failed to disclose an actual or possible conflict of interest, the Board shall take appropriate disciplinary and corrective action.

### **5. Records of Proceedings**

The minutes of the Board will contain the names of the persons who disclosed or those who presented the proposed transaction to the Board and the votes taken within the proceedings will be recorded as facts.

### **6. Compensation**

A voting member of the Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from the voting matters regarding their compensation.

## **7. Nepotism Policy**

The Board of directors shall adopt and ensure compliance with a conflict of interest and anti-nepotism policy. This policy shall include, at a minimum, the following provisions:

1. No voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.
2. (a) Prior to employing any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be:
  - (i) disclosed to the board of directors and
  - (ii) approved by the board of directors in a duly called open-session meeting.
- (b) The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.

## **8. Annual Statements of Affirmation**

The Director, Principal, and member of the Board will sign a statement to affirm that they did receive the following and agree to follow:

- A copy of the conflicts of interest policy
- Has read and understands the policy
- Has agreed to comply with the policy
- Has the understanding that the Corporation is charitable and in order to maintain its federal tax exemption it must engage in one or more of its tax-exempt purposes.

## **9. Reviews of tax-exempt status**

Periodic reviews shall be conducted for the purpose of ensuring that the Corporation operates in a capacity that is consistent with charitable purposes to include whether partnerships, and joint ventures conform to the written policies.

## **Article IX: Liability and Indemnification**

### 1. Indemnity of Board of Directors , Officers and Others

The Corporation will indemnify any present or former members of the Board, Officers, Director, or any other employee or agent against liabilities and reasonable litigation expenses in connection with any matters which pertain to the Corporation and where the person was adjudged liable to the Corporation.

The Corporation may purchase insurance on any person who is a Board member, employee or agent of the Corporation.

Any expenses incurred by the Director, Board member or other employee or agent used to defend a civil suit or criminal action or other proceedings may be paid in advance as authorized by the Board of Directors.

## 2. Liability of Directors and Officers

Any distribution of assets of the Corporation contrary to any restrictions as stated by the Nonprofit Corporation Act of North Carolina, the Articles of Incorporation, or bylaws by any member of the Board shall be severally liable to the Corporation for the amount of the distribution.

All Officers of the Corporation will discharge the duties as assigned in their respective positions in good faith, and care in which a reasonably prudent person would exercise in similar and like positions.

## **Article XI: Contracts, Loans, Checks, and Deposits**

### 1. Contracts

The Board may enter into any contract as authorized by all voting members in a majority vote and may authorize any member or agent to enter into the contract on behalf of the Corporation.

### 2. Loans

The Board must authorize all loans and no loans shall be contracted on behalf of the Corporation.

### 3. Checks, Drafts and other payments

All checks, drafts and other payments that are issued in the name of the Corporation shall be signed by the appointed agent or agents as determined by the Board.

### 4. Deposits

The Board shall elect funds, not otherwise employed by the Corporation, to assigned depositories.

### 5. Audit Requests

The majority of the Board will request the accounts of the Corporation for an audit that will be conducted by a certified public accountant whose report will be made available to every Board member and will be kept on file as required by law.

## **Article XII: General Provisions**

### 1. Office of the Corporation

The following documents will be kept at the office:

- Copy of the Articles of Incorporation and Bylaws
- The Board of Directors information: names, addresses, telephone numbers, email addresses, and date elected to the Board

- Minutes of all meetings

## 2. Seal

The corporate seal of the Corporation as approved by the Board

## 3. Fiscal Year

The fiscal year will be noted as July 1 to June 30

## 4. Amendments

The current Bylaws can be amended by a majority vote of all members of the Board during any regular or special meeting.



# NORTH CAROLINA

## Department of the Secretary of State

**To all whom these presents shall come, Greetings:**

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### INFINITE HOPE PREPARATORY INC.

the original of which was filed in this office on the 9th day of September, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of September, 2016.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Infinite Hope Preparatory, Inc.
2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The name of the initial registered agent is: Nicole Logan
4. The street address and county of the initial registered agent's office of the corporation is:  
Number and Street: 4219-D Yanceyville Road  
City: Browns Summit State: NC Zip Code: 27214 County: Guilford  
The mailing address *if different from the street address* of the initial registered agent's office is:  
Number and Street or PO Box: N/A  
City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_
5. The name and address of each incorporator is as follows:  
Nicole Logan  
4219-D Yanceyville Rd  
Browns Summit, NC 27214
6. (Check either a or b below.)  
a.  The corporation will have members.  
b.  The corporation will not have members.
7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 336-312-8029

Number and Street: 4219-D Yanceyville Rd

City: Browns Summit State: NC Zip Code: 27214 County: Guilford

The mailing address if different from the street address of the principal office is:

Number and Street or PO Box: N/A

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

10. (Optional): Please provide a business e-mail address: \_\_\_\_\_

Privacy Redaction

The Secretary of State's Office will e-mail the business \_\_\_\_\_ when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

11. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Infinite Hope Preparatory Inc.  
Incorporator Business Entity Name

Nicole Logan  
Signature of Incorporator

Nicole Logan, CEO  
Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

**Purpose of Corporation**

This corporation is organized for the following purpose(s) (check as applicable):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

**Prohibited Activities**

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

**Distributions Upon Dissolution**

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.



# INSURANCE PEOPLE

Below are the **estimated annual premiums** Infinite Hope Preparatory

**Property Premium Estimate** **\$1,450**

|                     |             |
|---------------------|-------------|
| Building            | \$1,000,000 |
| Contents            | \$150,000   |
| Deductible          | \$1,000     |
| Form                | Special     |
| Equipment Breakdown | Included    |

**General Liability Premium Estimate** **\$1,336**

|                      |          |     |
|----------------------|----------|-----|
| <b>Rating Basis:</b> | Students | 180 |
|                      | Faculty  | 27  |

**Limits:**

|                            |   |
|----------------------------|---|
| Per Occurrence Limit       | \$1,000,000   |
| Annual Aggregate           | \$3,000,000   |
| Sexual Abuse & Molestation | \$1,000,000 per occurrence<br>\$3,000,000 aggregate |
| Employee Benefits          | \$1,000,000 per occurrence<br>\$3,000,000 aggregate |

**School District & Educators Legal Liability (D&O/ E&O)**

**Premium Estimate** **\$4,380**

|                    |                              |
|--------------------|------------------------------|
|                    | \$1,000,000 per occurrence   |
|                    | \$2,000,000 aggregate        |
| Additional Defense | \$100,000/\$50,000/\$100,000 |

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

# INSURANCE PEOPLE

|  |                     |                 |
|--|---------------------|-----------------|
| <b>Fidelity Bond Estimate</b>                |                     | <b>\$332</b>    |
| Limit  | \$250,000           |                 |
| <b>Auto Premium Estimate</b>                 |                     | <b>\$2,300</b>  |
| Hired & Non Owned Autos                      |                     |                 |
| Limit of Liability                           | \$1,000,000         |                 |
| 2 School Buses                               |                     |                 |
| <b>Head of Class Endorsement</b>             |                     | <b>\$82</b>     |
| <b>Workers Compensation Premium Estimate</b> |                     | <b>\$4,285</b>  |
| Statutory State - NC                         |                     |                 |
| Employers Liability                          | \$500/ \$500/ \$500 |                 |
| Payroll Estimate                             | \$700,000           |                 |
| <b>Umbrella Premium Estimate</b>             |                     | <b>\$2,387</b>  |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>TOTAL ESTIMATED PREMIUM</b>               |                     | <b>\$16,552</b> |
| <br>   |                     |                 |
| Student Accident Coverage                    |                     | \$7.00/ student |

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

09/15/2016

## **Revenue Projections**

The projections are 2016-17 data (Note: Taken from website <http://www.ncpublicschools.org/fbs/allotments/state/> )

| <b>Income:<br/>Revenue Projections</b> | <b>2018-2019</b>      | <b>2019-2020</b>      | <b>2020-2021</b>      | <b>2021-2022</b>      | <b>2022-2023</b>      |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| -State ADM Funds                       | \$916,002             | \$1,119,558           | \$1,374,003           | \$1,577,559           | \$2,290,005           |
| -Local Per Pupil Funds                 | \$307,800             | \$376,200             | \$461,700             | \$530,100             | \$769,500             |
| -Exceptional Children<br>Federal Funds | \$26,216.40           | \$26,216.40           | \$39,324.60           | \$39,324.60           | \$39,324.60           |
| <b>-Other Funds*</b>                   | \$673,826.40          | \$823,565.60          | \$1,010,739           | \$1,160,478           | \$1,684,566           |
| <b>-Working Capital*</b>               | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>TOTAL REVENUE</b>                   | <b>\$1,923,844.80</b> | <b>\$2,345,540.00</b> | <b>\$2,885,767.20</b> | <b>\$3,307,462.40</b> | <b>\$4,783,395.60</b> |

State ADM Funds: Retrieved from the Public Schools of North Carolina Dollars per ADM Based on Initial Allotment FY 2015-2016, \$5,088.90 per student.

Local Per Pupil Funds: Retrieved from the Public Schools of North Carolina Dollars per ADM less than 600, State Initial Allotment FY 2016-2017, \$1,710.00 per student.

Exceptional Children Federal Funds: Retrieved from the Public Schools of North Carolina per child State Initial Allotment FY 2016-2017, estimated 20 children, \$1,310.82.

\*Other funds: Federal funding per student 2016-17 allotment, \$3,743.48 per student.

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.