

**3rd Grade English/ Language Arts
Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Key Ideas and Details		Key Ideas and Details	Key Ideas and Details
<p align="center">Cluster</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<p align="center">Understand key events and details</p>	<p align="center">Cluster</p> <ol style="list-style-type: none"> 1. Answer questions to demonstrate recall of details from text. 2. Listen to stories, including fables and folktales from diverse cultures, and identify key events. 3. Identify the feeling of characters in a story. 	<p align="center">Guidance</p> <p>Concept: Understanding a text involves attending to and remembering multiple elements.</p> <p>Skills: Answer questions about details; identify key events; identify characters' feelings.</p> <p>Big Idea: Stories have details, events and characters that are all important to remember.</p> <p>Essential Questions: What do I remember about the text? What were the most important events? How did the characters feel?</p>

Craft and Structure		Use structure to support understanding	Craft and Structure		Craft and Structure
Cluster	<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>		Cluster	<p>4. Identify key words that complete literal sentences in a text (e.g., Jack climbed up the _____. <tree, beanstalk, ladder>).</p> <p>5. Identify the beginning, middle and end of a story with a linear sequence.</p> <p>6. Identify whether or not a story has a narrator.</p>	
Integration of Knowledge and Ideas		Use text and illustration to support understanding	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
Cluster	<p>7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		Cluster	<p>7. Identify words that describe story characters as depicted in images or illustrations from the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).</p>	

				Essential Questions: What does this picture tell me about the character? What words describe this character? Are the characters in these two stories alike? How are these two stories alike?
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
Cluster	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.	Understand text	Cluster	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to identify how the characters are feeling</i>).
			Guidance	<p>Concept: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, drama or poem? How do I communicate my understanding with others?</p>

**3rd Grade English/ Language Arts
Reading Standards for Informational Text**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details
Cluster	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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.	Understand details and events	Cluster	1. Answer questions to demonstrate recall of information from text. 2. Listen to a text to identify key details. 3. Identify first and last steps in a set of directions or a series of events in a written recount of the past.	Concept: <i>Texts provide the listener with important information.</i> Skills: Answer questions about information from the text; Identify key details in a text; Identify first and last steps in written directions; Identify first and last events in a written recount. Big Idea: Remembering and identifying information, key details, and the order of information supports understanding. Essential Questions: What information do I need to remember? What are the key details? What is the first step? What is the last step? What happened first? What happened last?
	Craft and Structure				Craft and Structure
Cluster	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. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	Use features of text to increase understanding	Cluster	4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < <i>faster, slower, straighter</i> >). 5. Identify key words in a text that relate to a topic.	Concept: <i>Individual words contribute to the meaning of a text on multiple levels.</i> Skills: Identify key words to complete sentences; Identify words that relate to a topic; relate key points in text to own point of view.

Clust	6. Distinguish their own point of view from that of the author of a text.	text to increase understanding	Clust	6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport).	Guid	<p>Big Idea: In a text, individual words provide key information, relate to the topic, and help us reflect on our own point of view.</p> <p>Essential Questions: What word makes sense in that sentence? What words in this text are about the topic? Is that what I think?</p>
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		
Cluster	<p>7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	Connect ideas	Cluster	<p>7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who, what, where, when, and how).</p> <p>8. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).</p> <p>9. Identify similar details in two texts of the same topic.</p>	Guidance	<p>Concept: <i>Comprehension is supported by connecting and comparing information within and across texts.</i></p> <p>Skills: Answer questions about information in pictures and words; describe the connection between information in a text; identify similar details across two texts.</p> <p>Big Idea: Comparing and connecting information in a text or between two texts supports comprehension.</p> <p>Essential Questions: What does the text tell me about that? What do the pictures tell me about that? How are these two things related? How are these two texts that same?</p>

Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity	
Cluster	10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	Understand text	Cluster	10. Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., <i>Read or listen to put the events in order, Read or listen to determine which is biggest</i>).	Guidance
				<p>Concept: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this text? How do I communicate my understanding with others?</p>	

**3rd Grade English/ Language Arts
Reading Standards Foundational Skills**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Phonics and Word Recognition		Read words	Phonics and Word Recognition		Phonics and Word Recognition
Cluster	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words</p>		Cluster	<p>1. Apply letter-sound and word analysis skills in decoding words.</p> <p>a. In context, identify all letter-sound associations.</p> <p>b. Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rimes).</p> <p>c. Recognize 40 or more written words.</p>	Guidance
Fluency		Read text	Fluency		Fluency
Cluster	<p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		Cluster	<p>2. Read text comprised of familiar words with accuracy to support comprehension.</p>	Guidance

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**3rd Grade English/ Language Arts
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
<p>1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		<p>1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons.</p> <p>a. Select a topic or book to write about and state an opinion.</p> <p>b. List reasons to support the opinion.</p> <p>2. Write* to convey information clearly.</p> <p>a. Select a topic and illustrations or visual/tactile supports related to it.</p> <p>b. List words related to the topic.</p>	<p>Concept: <i>Selecting a topic and important additional information helps a writer achieve his/her purpose.</i></p> <p>Skills: Select a topic or book; state an opinion; list reasons that support opinion; write words to convey information; select illustrations or visual/tactual supports related to the topic; list words related to the topic; compose narrative with two or more events in sequence.</p> <p>Big Idea: Deciding what to write about and what additional information to include are important steps in writing.</p> <p>Essential Questions: What should I write about? What do I think about that? Why? What words are related to that topic? Which illustrations or visual/tactiles relate to the topic? Does what I wrote make sense? Will someone else understand it? When writing about something I did, what happened first? What did I do next?</p>

Cluster	<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	Write about self selected topics	Cluster	<p>3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.).</p>	Guidar	
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Production and Distribution of Writing		Production and Distribution of Writing		Production and Distribution of Writing		
Cluster	<p>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).</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>	Revise and publish own writing	Cluster	<p>4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing*.</p>	Guidance	<p>Concept: <i>We write so that others can understand what we want them to know and so they can refer back to it.</i></p> <p>Skills: Identify purpose for writing; identify who will read the writing, organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing.</p> <p>Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience.</p> <p>Essential Questions: Why am I writing this? Who is going to read it? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

Research to Build Knowledge		Acquire Knowledge	Research to Build Knowledge		Research to Build and Present Knowledge	
Cluster	<p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>		Cluster	<p>7. Gather information about a topic from two or more sources.</p> <p>8. Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).</p> <p>9. (Begins in grade 4)</p>	Guidance	<p>Concept: <i>Information can be acquired from multiple sources and organized in different ways.</i></p> <p>Skills: Identify a topic; identify sources that will give information about the topic; identify information from the source; sort the information into given categories.</p> <p>Big Idea: Books, internet, people, and media are all sources of information that can be sorted to support understanding about a topic.</p> <p>Essential Questions: What do I want to know about? Where can I find information on this topic? Which book will give me information on that topic? Who could I ask about the topic? How can I sort the information into the categories?</p>
Range of Writing		Write	Range of Writing		Range of Writing	
Cluster	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		Cluster	<p>10. Write* routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	Guidance	<p>Concept: <i>There are many reasons to write.</i></p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write. Understand the specific task, purpose, and audience.</p> <p>Big Idea: To become a good writer you have to write every day for many different reasons.</p>

Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough?

*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

**3rd Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>c. Explain their own ideas and understanding in light of the discussion.</p>	<p style="text-align: center;">Comprehend and Interact</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in communicative exchanges.</p> <p>a. Communicate directly with peers in multi-turn exchanges.</p> <p>b. Ask questions of adult or peer communication partners in multi-turn exchanges.</p> <p>c. Clarify own ideas as requested by communication partner.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Multiple-turn interactions provide opportunities to gain additional knowledge, clarify information and support more in-depth demonstrations of understanding.</i></p> <p>Skills: Communicate to convey message, respond to partner; ask questions, clarify a message, identify words to describe key ideas and details, answer questions; ask and answer questions in multiple-turn exchanges; independently communicate with a peer.</p> <p>Big Idea: Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, and demonstrate knowledge more completely than single question-answer exchanges.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What can I add to that? What do I want to know more about? Who can I ask? How can I make my message more clear? What do I know about this book? What is important to remember? What do I do if I don't remember? What describing words do I know? What words describe the key ideas? What words describe details from the text? What word(s) answers the question?</p>

2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

3. Ask and answer questions about information from a speaker's offering appropriate elaboration and detail.

2. Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.

3. Ask questions of or answer questions posed by adult or peer communication partners.

Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas	
Cluster	<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	Communicate ideas	Cluster	<p>4. Identify a familiar topic, story or experience and one or more facts or details related to it.</p>	Guidance
	<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>			<p>5. Select or create an audio recording, images, photographs or other visual/tactual displays to represent stories or poems.</p>	
	<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language for specific expectations.)</p>			<p>6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.</p>	<p>Concept: <i>Language and other representations can be used to clarify and communicate.</i></p> <p>Skills: Identify facts and details about a familiar topic, story or experience; make choices of visual, tactile or auditory representations; create representations of stories or poems; use language to communicate; identify when there is a need to clarify message; combine 3 or more words to clarify message; decide how to sequence those words.</p> <p>Big Idea: Ideas about familiar topics, stories, poems, and experiences can be communicated and clarified using language and other representations.</p> <p>Essential Questions: What do I want to talk about? What are some things I know about that? Can I pick a picture or some music that tells about this? Can I draw something that tells about this? Was my message clear? Do I need to say more? What words can I use? What order do the words go in?</p>

**3rd Grade English/ Language Arts
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Conventions of Standard English		Conventions of Standard English	Conventions of Standard English
<p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p>Communicate conventionally</p>	<p>1. Demonstrate understandings of Standard English grammar and usage when communicating.</p> <p>a. Write* all lower-case letters of the alphabet.</p> <p>b. Use plural and singular nouns.</p> <p>c. Use verbs in their present and past tense.</p> <p>d. Use common adjectives.</p> <p>e. Produce phrases or sentences with a subject and a verb.</p> <p>2. Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.</p>	<p>Concept: <i>It matters which words and letters you choose when communicating.</i></p> <p>Skills: Write* all lower case letters, use plural and singular nouns, use verbs in present tense, use verbs in the past tense, use common adjectives, combine subject + verb to produce phrases or sentences, write* initial and final sounds in words.</p> <p>Big Idea: Communication involves choosing the right words and using the right letters to spell those words.</p> <p>Essential Questions: What sound do I hear at the beginning of the word I want to write? What sound do I hear at the ending of the word I want to write? How do I write that letter? What do I call that person, place or thing? What if there is more than one? How do I tell what happened? How do I tell what I did? How do I tell what is happening now? How do I tell what I am doing now? Who is doing something? What is that person doing?</p>
Cluster	Cluster	Guidance	

<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize important words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
<p>Effective Language Use</p>	<p>Effective Language Use</p>	<p>Effective Language use</p>
<p>3. Use language to achieve particular effects when writing or speaking.</p> <p>a. Choose words and phrases for effect.*</p>	<p>3. Use language to achieve desired outcomes when writing or communicating.</p> <p>a. Use language to make simple requests.</p>	<p>Concept: <i>Language is an effective means of communication.</i></p> <p>Skills: Use words, signs, or symbols to: make requests, share information, or comment.</p>

Cluster		Cluster	<p>b. Use language to comment or share information.</p>	Guidance	<p>Big Idea: Words, signs, and symbols all provide a way to use language to make requests, comment, or share information.</p> <p>Essential Questions: What do I want? What words, signs or symbols can I use to say that? What do I know about that? What do I think about that?</p>
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Vocabulary Acquisition and Usage		Vocabulary Acquisition and Usage	Vocabulary Acquisition and Use
<p>Cluster</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Acquire and use vocabulary</p>	<p>Cluster</p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>a. Choose from an array of words an appropriate word to complete sentences.</p> <p>b. Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday).</p> <p>5. Demonstrate understanding of word relationships.</p> <p>a. Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook)</p>	<p>Guidance</p> <p>Concept: <i>Words have meaning across context and in relation to one another.</i></p> <p>Skills: Use the context of a sentence to determine a missing word; use the verb to identify if something has happened in the past or is happening now; use words in context; use newly acquired words across contexts; identify words that describe emotions; use words that describe spatial relationships; use words that describe time-based relationships; identify real-life connections between words and their use.</p> <p>Big Idea: Words are learned by relating them to other words in and across contexts. Words provide information about time, location, and emotion.</p> <p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? When did that happen? What does this word mean? What word describes how I feel? What word do I know that I could use here? Where is that? When will that happen? How can I use that word in my life?</p>

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).

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

b. Identify words that describe personal emotional states.

6. Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).

**4th Grade English/ Language Arts
Reading Standards for Literature**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard	
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details	
Cluster	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Understand details and big ideas	Cluster	1. Identify details or examples in a text that explain what the text says explicitly.	Guidance	Concept: <i>Understanding a text involves identifying what the text says explicitly and putting those ideas together to determine what the text is all about.</i>
	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.			2. Identify appropriate titles of a story, drama or poem.		Skills: Identify key details; identify examples that explain what the text says explicitly; identify an appropriate title; identify words that describe the characters; identify words that describe the setting; identify words that describe the events.
	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).			3. Identify words that describe characters, settings or events in a story or drama.		Big Idea: Stories, dramas, and poems provide information that helps us describe characters, settings, or events and identify what they are all about. Essential Questions: What details show what the text says? Which title tells me what this story is all about? What words describe the characters? What words describe the setting? What words describe the events?

Craft and Structure			Craft and Structure		Craft and Structure	
Cluster	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), drawing on a wide reading of classic myths from a variety of cultures and periods.	Use structure and features to support understanding	Cluster	4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).	Guidance	Concept: <i>Texts have features that distinguish them from one another.</i>
	5. Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.			5. Identify texts as poems, drama, and prose.		Skills: Identify words, phrases or features that make two texts similar; identify a text as a poem, drama or prose; identify who is narrating a text.
	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			6. Identify the narrator of a text.		Big Idea: Poems, drama and stories have different structures with different types of narrators but many features that make them similar. Essential Questions: What is the same about these two texts? What kind of a text is this? Does this sound or look like a poem? Is this a drama? Is this a story? Who is the narrator?

Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		
Cluster	<p>7. Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	Integrate words and illustrations	Cluster	<p>7. Use text and illustrations to understand a story.</p> <p>a. Match text with appropriate illustrations from a story.</p> <p>b. Identify details that exist in the illustrations that do not appear in the text of a story.</p> <p>c. Identify details that exist in the text that do not appear in the illustrations.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare characters or events, in stories, myths, and traditional literature from different cultures.</p>	Guidance	<p>Concept: <i>Text and illustrations convey meaning in stories, myths, and traditional literature from different cultures.</i></p> <p>Skills: Match text with illustrations; identify details in a picture that were not included in the text; identify details in the text that are not included in the pictures; compare characters in stories, myths and traditional literature from different cultures; compare events in stories, myths and traditional literature from different culture</p> <p>Big Idea: The words and pictures in a story, myth or other traditional form of literature can provide the same or different information. The characters and events can be similar across two stories, myths or other traditional forms of literature.</p> <p>Essential Questions: Which illustration goes with these words? What details are in this picture that were not in the words? What details are in these words that were not in the picture? How are the characters in these two stories, myths, or pieces of traditional literature that same? How are the events in these two stories, myths, or pieces of traditional literature that same?</p>

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	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.	Understand text	Cluster	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters .</i>).	Guidance	<p>Concept: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, drama or poem? How do I communicate my understanding with others?</p>	

4th Grade English/ Language Arts
Reading Standards for Informational Text

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Cluster	Key Ideas and Details	Use details to support understanding	Cluster	Key Ideas and Details	Key Ideas and Details
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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.			1. Determine details or examples in a text that help explain what the text says explicitly. 2. Identify appropriate titles for a text. 3. Sequence the steps in a set of directions or the series of events in a written recount of a past event.	Concept: <i>Understanding a text involves identifying what the text says explicitly and putting that information together to determine what the text is all about.</i> Skills: Determine which details or examples explain what the text says explicitly; identify an appropriate title; sequence the steps in directions; sequence events in a written recount of an event. Big Idea: Texts provide important information that helps the reader identify the sequence and determine what the texts are all about. Essential Questions: What details help explain what the text says? Which title tells what this text is all about? What is the first event? What is the first step? What came next? What came last?
Cluster	Craft and Structure	Use text structure to increase understanding	Cluster	Craft and Structure	Craft and Structure
	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. 5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.			4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a <i><thermometer></i> to measure the temperature.). 5. Determine whether a text is about a topic or an event.	Concept: <i>Texts use words to tell about topics and events.</i> Skills: Identify the word that completes a sentence. Determine if the text is about a topic. Determine if the text is about an event. Identify ways own experience are like the experience as described in a written account.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

6. Identify similarities between own experience and a written account of the same experience or event.

Big Idea: Texts tell about topics using carefully selected words and tell about events by describing what happened.

Essential Questions: What word completes this sentence? Is this text about a topic? Is this text about an event? How was my experience like the one described in the text?

Integration of Knowledge and Ideas		Acquire additional knowledge	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
Cluster	<p>7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		Cluster	<p>7. Answer factual questions about information presented graphically or visually presented in a text.</p> <p>8. Identify evidence (details and examples) that support particular points in a text.</p> <p>9. Compare and contrast two texts on the same topic.</p>	
Range of Reading and Level of Text Complexity		Understanding text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
Cluster	<p>10. By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., <i>Read or listen to a text to find similarities. Read or listen to a text to determine which is most important.</i>).</p>	<p>Concept: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p>

Big Idea: Engaging during group reading requires thinking and communicating.

Essential Questions: Why are we reading this text?
How do I communicate my understanding with others?

4th Grade English/ Language Arts
Reading Standards Foundational Skills

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Phonics and Word Recognition		Phonics and Word Recognition	Phonics and Word Recognition
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	Read words	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Apply letter-sound and word analysis skills in reading words.</p> <p>a. In context apply letter-sound knowledge to use context plus first letter to identify words.</p> <p>b. Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words).</p> <p>c. Recognize 40 or more written words.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Letter sound knowledge plus context are important in decoding.</i></p> <p>Skills: Use first letter plus context to decode unfamiliar words; decode single syllable words; read 40 or more written words.</p> <p>Big Idea: Reading words is supported by letter sound knowledge, context, and memory.</p> <p>Essential Questions: What words fit in this sentence? What letter does the word start with? What word fits and starts with the right letter? What sounds do those letters make? How do I blend those sounds together? Have I seen that spelling pattern before? Is there another word I know that will help me read this word? How can I remember that word?</p>
Fluency		Fluency	Fluency
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>		<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>2. Read text comprised of familiar words with accuracy and understanding to support comprehension.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Reading words with accuracy supports comprehension.</i></p> <p>Skills: Recognize words; decode words; monitor comprehension.</p>

Cluster

- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Read text

Cluster

Guida

Big Idea: Reading involves recognizing the words and understanding their meaning.

Essential Questions: What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

4th Grade English/ Language Arts

Writing Standards

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		<p>1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information.</p> <p>a. Select a topic or book to write about and state an opinion.</p> <p>b. List reasons that support the opinion.</p> <p>c. List facts or details to support opinion.</p> <p>2. Write to convey information clearly.</p>	<p>Concept: <i>Selecting a topic and important additional information helps a writer achieve his/her purpose.</i></p> <p>Skills: Select a topic or book; state an opinion; list reasons that support opinion; list facts or details to support opinion or relate to the topic; write to convey information; select illustrations or visual/tactual supports related to the topic; compose narrative with three or more events in sequence.</p> <p>Big Idea: Deciding what to write about and what additional information to include are important steps in writing.</p> <p>Essential Questions: What should I write about? What do I think about that? Why? What facts and details are related to that topic? Which illustrations or visual/tactiles relate to the topic? Does what I wrote make sense? Will someone else understand it? In what order did things happened?</p>

Cluster

- 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., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
3. Write narratives to develop real or imagined experiences or events using effective technique, 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.

Write for multiple purposes

Cluster

- a. Select a topic and illustrations or visual/tactile supports related it.
 - b. List words related to the topic.
 - c. List facts or details related to the topic.
3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).

Guidance

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.

Production and Distribution of Writing			Production and Distribution of Writing			Production and Distribution of Writing	
Cluster	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.</p>	Revise and publish own writing	Cluster	<p>4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing*.</p>	Guidance	<p>Concept: <i>We write so that others can understand what we want them to know and so they can refer back to it.</i></p> <p>Skills: Identify purpose for writing; identify who will read the writing, organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing.</p> <p>Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience.</p> <p>Essential Questions: Why am I writing this? Who is going to read it? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>	

Research to Build Knowledge		Research to Build Knowledge		Research to Build Knowledge		
Cluster	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">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).</p>	Acquire knowledge	Cluster	<p>7. Gather information about a topic from two or more sources.</p> <p>8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights [ounces and pounds] and measures [inches and feet], and put it into appropriate weights and measures categories).</p> <p>9. Write* in response to text being read or heard.</p> <p style="padding-left: 40px;">a. Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).</p> <p style="padding-left: 40px;">b. Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).</p>	Guidance	<p>Concept: <i>Listening, reading and gathering information help build our knowledge so we can write about our ideas.</i></p> <p>Skills: Identify a topic; identify sources that will give information about the topic; identify information relevant to personal experiences; identify information from the source; sort the information into given categories; write about literature that has been read or heard; write about informational text that has been read or heard.</p> <p>Big Idea: Information to use in writing can be found in multiple sources, categorized in different ways, or learned by reading or listening to text for a variety of purposes.</p> <p>Essential Questions: What do I want to know about? Where can I find information on this topic? How can I sort the information into the categories? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?</p>

Range of Writing		Write	Range of Writing		Range of Writing	
Cluster	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.		Cluster	10. Write routinely for a range of discipline-specific tasks, purposes, and audiences.	Guidance	<p>Concept: <i>There are many reasons to write.</i></p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write. Understand the specific task, purpose, and audience.</p> <p>Big Idea: To become a good writer you have to write every day for many different reasons.</p> <p>Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough?</p>

*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

**4th Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Engage effectively in range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p style="text-align: center;">Communicate collaboratively</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in communicative exchanges.</p> <p>a. Communicate directly with peers in multi-turn exchanges.</p> <p>b. Ask and answer questions of adult or peer communication partners in multi-turn exchanges.</p> <p>c. Clarify own ideas as requested by communication partner.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Multiple-turn interactions provide opportunities to gain additional knowledge, clarify information, participate in discussions and support more in-depth demonstrations of understanding.</i></p> <p>Skills: Communicate to convey message, respond to partner; ask questions, answer questions, clarify a message; add comments to a discussion that relate to the remarks of others; identify words or phrases to describe the meaning of a text or presentation; identify points made by a speaker.</p> <p>Big Idea: Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, add to discussions and demonstrate knowledge more completely than single question-answer exchanges.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What do I want to know more about? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What can I add to that person's comment? What do I know about this book? What words or phrases describe the meaning? What did the speaker say that was important?</p>

<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>d. Make comments that contribute to the discussion and link to the remarks of others.</p> <p>2. Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p> <p>3. Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).</p>		
<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language for specific expectations).</p>	<p style="text-align: center;">Communicate Ideas</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., “What book did we read? What did you learn?”).</p> <p>5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.</p> <p>6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Language and other representations can be used to communicate and enhance information with more or less precision, depending on the context.</i></p> <p>Skills: Identify facts and details about a familiar topic, story or experience; make choices or create visual, tactile or auditory representations to enhance a report or communication exchange; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p>Big Idea: Information about familiar topics, stories and experiences can be communicated and enhanced using language and other representations. Sometimes one or two words are all that are needed and at other times whole sentences are required.</p>

				<p>Essential Questions: What do I want to talk about? What are some things I know about that? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?</p>
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4th Grade English/ Language Arts

Language Standards

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<p>Conventions of Standard English</p>		<p>Conventions of Standard English</p>	<p>Conventions of Standard English</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p>	<p style="text-align: center;">Communicate conventionally</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <p>a. Use comparative and superlative adjectives (e.g., I want the bigger one).</p> <p>b. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</p> <p>c. Use possessive pronouns (e.g., <i>mine, my, your, his, her, our, their</i>).</p> <p>2. Apply knowledge of letter-sound relationships and familiar spelling patterns when writing.</p> <p>a. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>It matters which words and letters you choose when communicating.</i></p> <p>Skills: Use comparative and superlative adjectives in context; use the most frequently occurring prepositions in context; use possessive pronouns in context; spell simple words by using letter-sound relationships and/or common spelling patterns; recognize ending punctuation.</p> <p>Big Idea: Communication involves choosing the right words and using the right letters to spell those words.</p> <p>Essential Questions: How do I describe how two things are different? How can I describe where that goes? How can I describe where I got it? How can I describe where I want you to put it? How do I describe who that belongs to? What sounds do I hear in that word? Is there a word I know that will help me spell this word? What is the mark at the end of that sentence? What is the mark at the end of that question?</p>

<p>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>		<p>b. Recognize ending punctuation.</p>	
<p>Effective Language Use</p>		<p>Effective Language Use</p>	<p>Effective Language Use</p>
<p>Cluster</p> <p>3. Use language to enhance meaning and achieve particular effects when writing or speaking.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Use punctuation for effect.*</p>	<p>Convey thoughts and feelings</p>	<p>Cluster</p> <p>3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Use language to express emotions.</p>	<p>Guidance</p> <p>Concept: <i>Language is an effective means of communication.</i></p> <p>Skills: Use words, signs, or symbols to express emotions.</p> <p>Big Idea: Words, signs, and symbols all provide a way to express emotions.</p> <p>Essential Questions: How do I feel? What words can I use to describe those feelings? How can I communicate those words?</p>

Vocabulary Acquisition and Usage		Vocabulary Acquisition and Usage	Vocabulary Acquisition and Use
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p style="text-align: center;">Acquire and use vocabulary</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>a. Choose from an array of content related words to complete sentence read aloud by adults.</p> <p>b. Use frequently occurring root words (e.g., <i>cook</i>) and their inflectional forms (e.g., <i>cooks</i>, <i>cooked</i>, <i>cooking</i>).</p> <p>5. Demonstrate understanding of word relationships.</p> <p>a. Use simple, common idioms (e.g., <i>you bet</i>, <i>it's a deal</i>, <i>cool</i>).</p> <p>b. Demonstrate understanding of words by identifying other words that are the same and different in meaning.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Words have meaning across context and in relation to one another.</i></p> <p>Skills: Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use simple, common idioms; identify words that are the same and different as a target word; use words across contexts; use words that name emotions; use words that relate to a topic.</p> <p>Big Idea: As words are learned and used, they are related to topics, contexts, and one another.</p> <p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What word tells when that happened? What word do I need to tell that there is more than one? How do my friends say that? What word do I know that is the same as this word? What word do I know that is the different than this word? What word says how I feel? What words do I know about this topic?</p>

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).

6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

6. Use words appropriately across contexts including words that signal emotions and attention to topic.

**5th Grade English/ Language Arts
Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<p>Key Ideas and Details</p> <p>Cluster</p> <ol style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	<p>Use details to understand text</p>	<p>Key Ideas and Details</p> <p>Cluster</p> <ol style="list-style-type: none"> Select quotes that explain what the text says explicitly. Identify the problem in a story, drama, or poem. Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys). 	<p>Key Ideas and Details</p> <p>Concept: <i>Details in a text must be considered together to understand the meaning of the text.</i></p> <p>Skills: Select quotes that explain what the text says; identify the problem; compare characters using specific details; compare events using specific details.</p> <p>Big Idea: Specific quotes and details in a text tell what the text says, define the problem, and describe characters and events.</p> <p>Essential Questions: Which part of the text explains what it says? What is the problem in this story, drama or poem? Which details show how the characters in two stories or dramas are the same? Which details show how the events in these two stories or dramas are the same?</p>
<p>Craft and Structure</p> <p>Cluster</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 	<p>Understand author’s use of structure and</p>	<p>Craft and Structure</p> <p>Cluster</p> <ol style="list-style-type: none"> Determine the literal meaning of words and phrases as they are used in a text. Demonstrate understanding of an author’s use of structure by continuing a story or poem using the same structure (e.g., <i>Then the big bad wolf went to the house that the pig made of steel and said, “I’ll huff and I’ll puff.”</i>) 	<p>Craft and Structure</p> <p>Concept: <i>Authors use words and phrases in specific ways to accomplish their purpose.</i></p> <p>Skills: Determine the literal meaning of words and phrases; continue a story or poem using the structure employed by the author; identify words that describe the narrator or speaker in a story.</p>

C	6. Describe how a narrator's or speaker's point of view influences how events are described.	word choice	C	6. Identify words that describe the narrator or speaker in a story.	C	<p>Big Idea: Authors carefully select the words and phrases they use to convey the literal meaning of the text, support the structure, and describe the narrator or speaker.</p> <p>Essential Questions: What do these words and phrases mean? What is the pattern in this story or poem? How does the author describe the narrator or speaker?</p>
Integration of Knowledge and Ideas				Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
Cluster	<p>7. Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	Integrate words, visual elements and ideas	Cluster	<p>7. Identify visual or multimedia elements that contribute to the meaning of a text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two books on the same topic or theme.</p>	Guidance	<p>Concept: <i>Texts convey meaning through words and other visual or multimedia elements.</i></p> <p>Skills: Identify elements of pictures and illustrations that contribute to the meaning of a text; identify multimedia elements that contribute to the meaning of a text; compare two books on the same theme or topic; contrast two books on the same theme or topic; compare and contrast two books on the same theme or topic.</p> <p>Big Idea: Authors describe the same topics or themes in different ways using words, pictures, and other multimedia elements.</p> <p>Essential Questions: What is happening in this picture/multimedia element? What does this picture/multimedia element help me understand? What does the author tell me about the topic/theme? How are the ideas in this book the same as the ideas in the other one? How are the ideas in this book different from the ideas in the other one?</p>

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.	Understand text	Cluster	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.</i>).		<p>Concept: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, drama or poem? How do I communicate my understanding with others?</p>	

**5th Grade English/ Language Arts
Reading Standards for Informational Text**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<p>Key Ideas and Details</p> <p>Cluster</p> <ol style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<p>Use details to support understanding</p>	<p>Key Ideas and Details</p> <p>Cluster</p> <ol style="list-style-type: none"> Select quotes that explain what the text says explicitly. Determine the topic of a text and identify key details that relate to it. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather). 	<p>Key Ideas and Details</p> <p>Concept: <i>Understanding a text involves identifying what the text says explicitly and relating those details within and across texts.</i></p> <p>Skills: Identify details; identify quotes that explain what the text says explicitly; determine the topic of the text; compare two or more individuals, events, or concepts; contrast two or more individuals, events, or concepts; compare and contrast two or more individuals, events, or concepts.</p> <p>Big Idea: Texts provide important information that helps the reader identify the topic and compare and contrast elements across texts.</p> <p>Essential Questions: What specific words help explain what the text says? What is the topic of this text? Which details relate to the topic? What is the same about the way these individuals/events/concepts are described in these two texts? What is different about the way these individuals/events/concepts are described in these two texts?</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 		<p>Craft and Structure</p> <ol style="list-style-type: none"> Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder, <lightening>, and strong winds.). 	<p>Craft and Structure</p> <p>Concept: <i>Authors use words and structure to tell about events and experiences.</i></p>

Cluster	<p>5. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	Use text structure to support understanding	Cluster	<p>5. Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.</p> <p>6. Compare and contrast two written accounts of the same experience or event.</p>	Guidance	<p>Skills: Identify the word that completes a sentence; determine if the information in the text is presented in sequence; determine if there is a comparison being made between two or more text elements; determine if there is a cause and effect relationship being described; determine if there is a problem and solution being described; compare two written accounts of the same experience or event; contrast two written accounts of the same experience or event; compare and contrast two written accounts of the same experience or event.</p> <p>Big Idea: Texts tell about events using carefully selected words that are organized in different ways to meet different purposes.</p> <p>Essential Questions: What word completes this sentence? Is the information presented in a sequence? Does the author compare two or more text elements? Is a cause and effect relationship described? Is a problem and solution being described? What is the same about the description of these two experiences? What is different about the description of these two experiences?</p>
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Integration of Knowledge and Ideas		Acquire additional knowledge	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		Cluster	<p>7. Locate information or the answer to a question in a text (e.g., <i>Read/listen to the text to find how the animal adapts.</i>)</p> <p>8. Determine which evidence (details and examples) supports which points in a text (e.g., <i>In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.</i>).</p> <p>9. Compare and contrast several texts on the same topic.</p>	Guidance	<p>Concept: <i>Comprehension is supported by seeking information and comparing and contrasting that information within and across texts.</i></p> <p>Skills: Locate specific information in the text to answer questions; identify details and examples that support different points; compare several texts on the same topic; contrast several texts on the same topic; compare and contrast several texts on the same topic.</p> <p>Big Idea: Text provides information that supports points being made and can be compared and contrasted across texts.</p> <p>Essential Questions: Where in the text can I find the answer to that? What evidence supports these points? How are these texts that same? How are these texts different?</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., <i>Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.</i>)</p>	Guidance	<p>Concept: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p>

Big Idea: Engaging during group reading requires thinking and communicating.

Essential Questions: Why are we reading this text?
How do I communicate my understanding with others?

**5th Grade English/ Language Arts
Reading Standards Foundational Skills**

Common Core State Standards		Essence	Extended Common Core	Unpacking the Extended Standard	
Phonics and Word Recognition			Phonics and Word Recognition	Phonic and Word Recognition	
Cluster	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	Read Words	Cluster	<p>1. Apply letter-sound and word analysis skills in reading words.</p> <p>a. Decode single syllable words.</p> <p>b. Read common high frequency words.</p>	Guidance
				<p>Concept: <i>Decoding skills and sight word recognition are important in reading.</i></p> <p>Skills: Decode single syllable words; recognize high frequency words.</p> <p>Big Idea: Reading words is supported by knowledge of letter sounds, decoding strategies, and memory.</p> <p>Essential Questions: What sounds do those letters make? How do I blend those sounds together? Have I seen that spelling pattern before? Is there another word I know that will help me read this word? How can I remember that word?</p>	
Fluency			Fluency	Fluency	
Cluster	<p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Read Text	Cluster	<p>2. Read text comprised of familiar words with accuracy and understanding to support comprehension</p>	Guidance
				<p>Concept: <i>Reading words with accuracy supports comprehension.</i></p> <p>Skills: Recognize words; decode words; monitor comprehension.</p> <p>Big Idea: Reading involves recognizing the words and understanding their meaning.</p> <p>Essential Questions: What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?</p>	

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**5th Grade English/ Language Arts
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		<p>1. Write* opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. State a topic or book to write about and state an opinion about it.</p> <p>b. Provide reasons that support the opinion using 2-3 word combinations.</p> <p>c. Provide facts or details to support opinion using 2-3 word combinations.</p> <p>2. Write* to convey information and ideas clearly.</p> <p>a. State a topic and select illustrations or visual/tactile supports related to it.</p>	<p>Concept: <i>Selecting a topic and important additional information helps a writer achieve his/her purpose.</i></p> <p>Skills: Select a topic or book; state an opinion; provide reasons that support opinion; provide facts or details to support opinion or relate to the topic; write to convey information; provide illustrations or visual/tactual supports related to the topic; use 2-3 word combinations; use domain specific words.</p> <p>Big Idea: Deciding what to write about and what additional information to include are important steps in writing.</p> <p>Essential Questions: What topic or text should I write about? What do I think about that? Why? What facts and details are related to that topic? Which illustrations or visual/tactiles relate to the topic? Can I write more about that? Does what I wrote make sense? Will someone else understand it?</p>

Cluster

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - 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., in contrast, especially).
 - 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.
3. Write narratives to develop real or imagined experiences or events using effective technique, 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.

Write for multiple purposes

Cluster

- b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
- c. Provide facts or details related to the topic using 2-3 word combinations.

Guidance

	<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
Production and Distribution of Writing		Production and Distribution of Writing	
Cluster	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.</p>	<p>Revise and publish own writing</p>	<p>4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing*.</p>
Guidance	<p>Production and Distribution of Writing</p> <p>Concept: <i>We write so that others can understand what we want them to know and so they can refer back to it.</i></p> <p>Skills: Identify purpose for writing; identify who will read the writing, organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing.</p> <p>Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience.</p>		

			<p>Essential Questions: Why am I writing this? Who is going to read it? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>
Research to Build Knowledge		Research to Build Knowledge	Research to Build and Present Knowledge
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., —Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text).</p>	Acquire knowledge	<p>7. Gather information about a topic from several sources.</p> <p>8. Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.</p> <p>9. Write* in response to text being read or heard and topics being researched.</p> <p>a. Apply <i>grade 5 Extended Reading standards</i> to literature (e.g., Identify the problem).</p>	<p>Concept: <i>Listening, reading and gathering information help build our knowledge so we can write about our ideas.</i></p> <p>Skills: Identify a topic; identify sources that will give information about the topic; identify information relevant to personal experiences; identify information from the source; sort the information into given categories; write about literature that has been read or heard; write about informational text that has been read or heard.</p> <p>Big Idea: Information to use in writing can be found in multiple sources, categorized in different ways, or learned by reading or listening to text for a variety of purposes.</p> <p>Essential Questions: What do I want to know about? Where can I find information on this topic? How can I sort the information into the categories? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?</p>
Cluster		Cluster	Guidance

	<p>b. Apply grade 5 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).</p>		<p>b. Apply <i>grade 5 Extended Reading standards</i> to informational texts (e.g., Determine the topic and key details).</p>		
Range of Writing		Range of Writing		Range of Writing	
Cluster	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	Write	Cluster	Guidance	<p>Concept: <i>The time it takes to develop a writing product is dependent on the task, purpose and audience.</i></p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p>Big Idea: Good writers continue working on writing until it meets their purpose.</p> <p>Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

**5th Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p style="text-align: center;">Communicate collaboratively</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share information.</p> <p>b. Communicate directly with peers in multi-turn exchanges.</p> <p>c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Discussions provide opportunities to prepare, contribute, build and refine knowledge and support more in-depth demonstrations of understanding.</i></p> <p>Skills: Prepare to participate in discussions; communicate to convey message, respond to partner; ask questions, answer questions, clarify a message; elaborate on comments; add comments to a discussion that relate to the remarks of others; identify words or phrases to describe the meaning of a text or presentation; identify points made by a speaker.</p> <p>Big Idea: Group discussions provide opportunities to prepare, contribute information, expand understandings, clarify messages, and demonstrate knowledge.</p> <p>Essential Questions: How do I prepare? What do I want to say? What do I want to know more about? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What do I know about this book? What words or phrases describe the meaning? What did the speaker say that was important?</p>

<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>d. Make comments that contribute to the discussion and link to the remarks of others.</p> <p>2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p> <p>3. Identify the points a speaker makes.</p>		
Presentation of Knowledge and Ideas			
<p>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.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>4. Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.</p> <p>5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.</p>	<p>Concept: <i>Language and other representations can be used to communicate and enhance information and opinions with more or less precision, depending on the context.</i></p> <p>Skills: Identify facts and details about a familiar topic or text; report on those facts and details; form an opinion; communicate opinion; make choices or create visual, tactile or auditory representations to enhance a report or communication exchange; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p>	
Cluster	Present knowledge and ideas	Cluster	Guidance

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).

Big Idea: Information and opinions about familiar topics or texts can be communicated and enhanced using language and other representations. Sometimes one or two words are all that are needed and at other times whole sentences are required.

Essential Questions: What do I want to talk about? What are some things I know about that? What do I think about that? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?

**5th Grade English/ Language Arts
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Conventions of Standard English		Conventions of Standard English	Conventions of Standard English
<p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.</p>		<p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <p>a. Use frequently occurring conjunctions (e.g., <i>and, but, for, because</i>).</p> <p>b. Use singular and plural nouns with matching verbs (e.g., <i>I eat. He eats.</i>)</p>	<p>Concept: <i>It matters which words, letters and punctuation you choose when communicating.</i></p> <p>Skills: Use conjunctions in context; use singular and plural nouns with matching verbs in context; form and use the past tense of frequently occurring irregular verbs in context; spell simple words by using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence; capitalize names; use period to mark the end of a sentence.</p> <p>Big Idea: Communication involves choosing the right words, letters and punctuation to make your message clear.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>c. Use verb tense and aspect to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense and aspect.*</p> <p>e. Use correlative conjunctions.</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <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>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Communicate conventionally</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>c. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>went, sat, ate, told</i>)</p> <p>2. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing.</p> <p>a. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p>b. Capitalize the first word in a sentence.</p> <p>c. Capitalize names.</p> <p>d. Use period to mark the end of a sentence.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Essential Questions: What word can I use to put these ideas together? How can I say what that person does? How can I say that already happened? What sounds do I hear in that word? Is there a word I know that will help me spell this word? What do I need to do to the word at the beginning of a sentence? Is that someone's name? What mark should I use at the end of that sentence?</p>
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<p>Effective Language Use</p> <p>Cluster</p> <p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Communicate effectively</p>	<p>Effective Language Use</p> <p>Cluster</p> <p>3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Combine simple sentence to create more complex sentences (e.g., <i>I like milk. I like cookies. I like milk and cookies.</i>).</p>	<p>Effective Language Use</p> <p>Guidance</p> <p>Concept: <i>Communication is strengthened when related ideas are combined into a single sentence.</i></p> <p>Skills: Identify the parts of two or more sentences that are the same; identify the parts of two or more sentences that are different; combine two or more sentences without repeating or forgetting any parts.</p> <p>Big Idea: Combining ideas that are related makes sentences better.</p> <p>Essential Questions: What am I trying to write? What ideas are the same in these two sentences? What ideas are different? What words have I used more than once? How can I put my ideas together? Did I repeat anything? Did I forget anything?</p>
<p>Vocabulary Acquisition and Usage</p> <p>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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>		<p>Vocabulary Acquisition and Usage</p> <p>Cluster</p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>a. Choose from an array of content related words to complete sentence read aloud by adults.</p>	<p>Vocabulary Acquisition and Use</p> <p>Concept: <i>Words have meaning across context and in relation to one another.</i></p> <p>Skills: Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use words with multiple meanings in context; use simple, common idioms; distinguish between adjectives that differ in intensity; identify words with similar meanings; use words across contexts; use phrases that continue a thought or idea.</p>

Cluster

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- 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.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Acquire and use vocabulary

Cluster

- b. Use frequently occurring root words (e.g., *cook*) and their inflectional forms (e.g., *cooks*, *cooked*, *cooking*).
5. Demonstrate understanding of word relationships.
- a. Use words with multiple meanings accurately (e.g., identify a *duck* as a type of bird and use the verb to *duck*).
 - b. Use simple, common idioms (e.g., *you bet*, *it's a deal*, *cool*).
 - c. Distinguish shades of meaning of adjectives differing in intensity (e.g., *uncomfortable*, *painful*).
 - d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).
6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp *and then*) and contrast (e.g., He likes it *but*).

Guidance

Big Idea: As words are learned and used, they are related to topics, contexts, and one another.

Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What word should I use to tell when that happened? What word do I need to tell that there is more than one? What does that word mean when I use it in this sentence? How do my friends say that? What word do I know that is the same as this word? What is the best word to describe that? What words can I use to put these ideas together?